



1989

An Analysis of the Selection Process of Secondary Public School Principals in the State of Iowa as Reported by the Superintendents

George J. Maurer
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AN ANALYSIS OF THE SELECTION PROCESS OF SECONDARY PUBLIC
SCHOOL PRINCIPALS IN THE STATE OF IOWA AS REPORTED
BY THE SUPERINTENDENTS

by

George J. Maurer

A Dissertation submitted to the Faculty of the
Graduate School of Education of Loyola University of
Chicago in Partial Fulfillment of the Requirements
for the Degree of
Doctor of Education

January

1989

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Loyola University of Chicago

AN ANALYSIS OF THE SELECTION PROCESS OF SECONDARY PUBLIC
SCHOOL PRINCIPALS IN THE STATE OF IOWA AS REPORTED
BY THE SUPERINTENDENTS

The purpose of this study was to survey and analyze the responses of superintendents concerning their perceptions of the desirable skills, as defined by assessment centers and effective school research, in the selection of public secondary school principals in the state of Iowa. The study addressed the following questions: (1) To analyze the superintendents' demographic input with the desirable skills of secondary school principals. (2) To analyze similarities/differences in the selection of public secondary school principals in varied sized schools in the state of Iowa. (3) To analyze the effects of candidate experience in the selection of secondary school principals in varied sized school systems.

The data for this study was collected by means of a survey. Responses were obtained from 346 superintendents out of a possible 400. The data were analyzed using frequencies, a chi-square test of significance and an analysis of variance test of significance. A .05 level of significance was used for the chi-square and a .01 level

of significance for the analysis of variance.

Conclusions from this study were:

- (1) There was no significant data for the superintendents based on the age, experience, educational level, and the educational background when comparing their perceptions of essential skills necessary for a secondary school principal.
- (2) The newspaper was used over 96% of the time in the recruitment of candidates for the principalship.
- (3) The following items are necessary when screening a prospective candidate: letter of application, resume, credentials, and references.
- (4) The interview is still the most widely used method of evaluating the candidates.
- (5) Consultants are rarely used in the interview process, whereas the superintendent is almost exclusively used in this process.
- (6) Over one-third of the superintendents in the State of Iowa will retire in the next five to ten years.

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Grateful appreciation is expressed to the superintendents in the state of Iowa and Illinois who were instrumental in the completion of this project.

Finally, the deepest appreciation to my wife and family for their support, cooperation and understanding during this undertaking.

VITA

The author, George James Maurer Jr., is the son of George J. and Virginia R. Maurer. He was born May 2, 1945 in Columbus, Ohio.

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TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS.....	ii
VITA.....	iii
LIST OF TABLES.....	vi
CONTENTS OF APPENDICES.....	ix
Chapter	
I. INTRODUCTION.....	1
Introduction and Statement of the Problem.....	1
Purpose of the Study.....	4
Research Questions.....	5
Significance of the Study.....	6
Assumptions.....	7
Scope and Delimitations of the Study.....	9
Definition of Terms.....	9
Dissertation Outline.....	10
II. REVIEW OF THE RELATED LITERATURE.....	11
Introduction.....	11
Characteristics of Effective Principals...	17
Procedures for Principal Selection.....	37
New Approaches to Selection Procedures....	49
Summary.....	53
III. METHODOLOGY.....	55
Overview.....	55
Purpose of the Study.....	55
Research Design.....	56
Selection of Subjects.....	58
Instrumentation.....	58
Instrument Validation.....	60
Administration of Instrument.....	60
Data Collection and Recording.....	60
Data Analysis.....	61
Limitations.....	62

IV. PRESENTATION AND ANALYSIS OF DATA.....	63
Introduction.....	63
Analysis of Demographic Data.....	65
Selection Factors.....	72
Important Skills Necessary for a Prospective Candidate to Possess.....	79
Analysis of Research Questions.....	81
Research Question One.....	81
Research Question Two.....	84
Research Question Three.....	87
Research Question Four.....	89
Research Question Five.....	92
Research Question Six.....	93
Research Question Seven.....	96
Research Question Eight.....	98
Research Question Nine.....	99
Research Question Ten.....	109
Research Question Eleven.....	125
Research Question Twelve.....	130
Summary.....	132
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	133
Introduction.....	133
Summary.....	135
Conclusions.....	136
Recommendations from the Study.....	138
Recommendations for Further Study.....	140
REFERENCES.....	142
APPENDIX A.....	151
APPENDIX B.....	156
APPENDIX C.....	158

LIST OF TABLES

Table		Page
1	Average-performing Principals vs. High-performing Principals.....	32
2	Principal's Role in Instructional Management..	34
3	Principal Selection Guide.....	42
4	Sex of Superintendents Reporting.....	66
5	Age of Superintendents Reporting.....	66
6	Size of School District of Reporting Superintendent.....	67
7	Number of Years Experience of Reporting Superintendent.....	68
8	Number of Years in Education for Superintendents Reporting.....	69
9	Highest Degree Achieved by the Superintendent Reporting.....	69
10	Last Teaching Assignment of Superintendent Reporting Prior to First Administrative Position.....	70
11	Number of School Districts having a Board Policy for the Recruitment and Selection of a Principal.....	71
12	Superintendents's Perception of District's Classification.....	72
13	Frequency and Percentage of Selection Factors as Reported by the Superintendents.....	74
14	Prepared List of Interview Questions.....	78
15	Use of Assessment Center Results for the Selection of a Secondary Principal.....	79

16	Frequency of Important Skills Necessary for a Prospective Candidate to Possess as Reported by Superintendents.....	80
17	Frequency of Principal Skills (desired) Grouped by Age of Respondents.....	82
18	Statistically Significant ($p < .05$) Skills by Age of Superintendent Responding.....	84
19	Frequency of Principal Skills (desired) Grouped by Years Experience of Respondent.....	85
20	Frequency of Principal Skills (desired) Grouped by Educational Level of Respondents.....	88
21	Frequency of Principal Skills (desired) Grouped by Last Teaching Assignment of Respondent.....	90
22	Frequency of Districts having a Board Policy for Recruitment.....	92
23	Percentage of Methods Used by Respondents for the Recruitment of Candidates.....	93
24	Statistically Significant ($p = .01$) Methods of Recruitment by the Highest Degree of the Respondent.....	94
25	Percentage of Factors for Screening Used by Respondents for the Recruitment of Candidates.....	96
26	Statistically Significant ($p = .01$) Factors for Screening by the Highest Degree of Respondent.....	97
27	Percentage of Evaluation Techniques Used by Respondents for the Selection of Candidates.....	98
28	Percentage of Individuals Used by Respondents in the Selection of Candidates.....	99

29	Statistically Significant ($p=.01$) Individuals for Screening by the Highest Degree of Respondent.....	101
30	Frequency of Individuals Involved in Principal Selection Grouped by Enrollment of Responding Superintendent.....	103
31	Statistically Significant ($p<.01$) Enrollment of District by Individuals Involved in the Interviewing of the Candidate.....	104
32	Statistically Significant ($p=.01$) Method of Recruitment by School District Enrollment of Respondent.....	105
33	Statistically Significant ($p=.01$) Individuals for Screening Candidates by the Last Teaching Assignment of the Respondent.....	107
34	Frequency of Selection Procedures Grouped by District Enrollment of Responding Superintendent.....	110
35	Statistically Significant ($p=.01$) Method for Screening a Candidate by the School District Enrollment of Respondent.....	115
36	Frequency of Category Responses for Individuals Involved in the Interview as Reported by the Superintendents.....	116
37	Statistically Significant ($p=.01$) Individuals for Screening Candidates by the School Districts Enrollment of Respondent.....	120
38	Frequency of Necessary Skills for a Candidate by Enrollment Size of the Responding Superintendent.....	122
39	Statistically Significant ($p<.05$) Skills by School District Enrollment of Respondent..	124
40	Frequency of Responses for Urban vs. Rural....	127
41	Frequency of Responses for Urban vs. Rural....	128

CONTENTS OF APPENDICES

	Page
APPENDIX A - Data Collection Instrument.....	151
Superintendent's Questionnaire.....	152
APPENDIX B - Letter of Transmittal.....	156
Letter to Superintendents.....	157
APPENDIX C - Frequency of Response for Research	
Question Four.....	158
Data for each Category.....	159

CHAPTER I

INTRODUCTION

Statement of the Problem

Since the publication of the report from the United States Department of Education in 1983, A Nation At Risk: The Importance For Educational Reform, educational researchers and educational leaders have feverishly sought to define the criteria that would create an environment for effective schools. Research on effective schools has identified the following as the most important characteristics of an effective school: "strong instructional leadership, a safe and orderly climate, school-wide emphasis on basic skills, high teacher expectations for student achievement, and continuous assessment of pupil progress".¹

Of the characteristics that have been defined as

¹United States Department of Education. Office of Educational Research and Improvement. Principal Selection Guide, June 1987. p. 45.

essential to the development of an effective schools, this treatise will only examine the characteristic of strong instructional leadership. Educational researchers and educational leaders, when referring to the strong instructional leadership of an effective school, are specifically referring to the principalship of that school. DeFrahn (1974) held that the secondary school principal is one of the most important positions in our school. This concept is still perpetuated, but the current educational vernacular describes the principalship as "the single most powerful force for improving school effectiveness."² "Indications are that if a school is to achieve its maximum potential in terms of effectiveness and learning, the process must begin with the building principal."³ "Research indicates that the effectiveness of a school is directly related to the role of its principal."⁴ Research indicates that the role of an

²United States Department of Education. Office of Educational Research and Improvement. Principal Selection Guide, June 1987. p. 29.

³Virginia Ann Beck, "The Most Important Functions of School Principals and the Factors Used to Select Them in the State of Washington." (Ed.D. dissertation, Seattle University, 1986.), p. 2.

⁴Ibid., p. 1.

effective principal is one that "establishes policies that create an orderly environment and support effective instruction." ⁵

With an increased emphasis being placed on the effectiveness of the principal's position in establishing an effective school environment, the procedural steps that are implemented in the selection process must be scrutinized to ensure that quality candidates can be identified to fill the vacant position. If districts are to ensure that one facet in establishing effective schools can be met, then the selection process of a principal is critical. "Hiring for administrative openings is one of the most important decisions a school district can make."⁶ "There appears to be, however, a lack of a systematic method of selecting principals for this critical role."⁷

⁵United States Department of Education. What Works: Research About Teaching and Learning, (Pueblo, Colo. 1986.), p. 50.

⁶Randy Kevin Crump, "An Analysis of Processes Used in the Selection and Employment of Illinois Public School Principals." (Ph.D. dissertation, Illinois State University, 1985.), p. 1.

⁷Virginia Ann Beck, "The Most Important Functions of School Principals and the Factors Used to Select Them in the State of Washington." (Ed.D. dissertation, Seattle University, 1986.), p. 2.

"Frequently, a casual approach is used when selecting a building principal."⁸

This study sought to identify what factors are used in the selection of a secondary school principal in the state of Iowa. It was also an attempt to correlate the demographic information of the superintendents in the state of Iowa with their perceptions of effective school principals as defined by the research on effective school principals.

Purpose of the Study

Based on the premise that strong instructional leadership is an essential factor for improving school effectiveness, one purpose of this study was to identify the methods used in the selection of secondary school principals.

The second purpose of this study was to analyze the responses of the superintendents concerning their perceptions of the desirable skills, as defined by the

⁸Sally Banks Zakariya, "How to Add Snap, Crackle, and Pop to Principal Selection." Executive Educator 5 (November 1983): p. 20.

assessment centers and effective school research, in the selection of public secondary school principals in the state of Iowa.

Research Questions

This study was guided by the following research questions:

1. Does the age of the superintendent reflect any tendency to perceive certain skills as essential?
2. Does the experience of the superintendent affect the choice of skills perceived as essential?
3. Does the educational level of the superintendent affect the choice of skills perceived as essential?
4. What affect does the educational background of the superintendent have on the choice of skills that are deemed essential?
5. Do the school districts in Iowa have any type of policy established for the selection of secondary school principals?
6. How are candidates recruited in the state of Iowa?
7. What factors are used in the screening of candidates in the state of Iowa?

8. What techniques are used to evaluate the qualifications of each candidate?
9. Which individual(s) is/are involved in the evaluation of each candidate, and does the school size influence this number?
10. Does the size of the school reflect any tendency in any of the categories of hiring practice?
11. Does urban or rural schools reflect any tendency in any of the categories of hiring practice?
12. What are the recommendations of the superintendents for the improvement of the recruitment and selection procedures?

Significance of the Study

Mr. William J. Bennett, Secretary for the United States Department of Education, stated in the forward of Principal Selection Guide that "during the next 10 years, almost half of all current principals will retire."⁹ Considering the premise that effective schools need

⁹United States Department of Education. Office of Educational Research and Improvement. Principal Selection Guide, June 1987. p. i.

effective principals, the selection of principals to replace those currently holding such positions is critical to carrying out the educational mandates that are currently being imposed. If through the selection process replacements are not of equal quality or better, the educational system will depreciate any or all gains currently attained.

Through the use of this study, superintendents will have the opportunity to reevaluate the selection strategies that are currently being utilized in the selection of secondary school principals. Having identified the current strategies used in the selection process, the potential for developing a consistency in the strategies used for selection may be derived for future use in the state.

Assumptions

The identification of the assumptions upon which this study was based is necessary for an accurate understanding of the study's results. The following assumptions were made:

1. The role of the principal is extremely complex, and research has identified this position as essential for the development of an effective school.

2. School districts in Iowa want to be considered as having effective schools and want strong instructional leaders for their school systems.
3. School districts in Iowa want strong instructional leaders and are therefore interested in the criteria that will enhance the selection process to ensure said leadership.
4. Currently, there are various methods utilized in the selection process of secondary school principals in the state of Iowa.
5. Superintendents in the state of Iowa vary in their perceptions of the criteria necessary for the position of secondary principal.
6. The perceptions of the superintendents of the State of Iowa for the purposes of this study have been assumed to be honest and unbiased.
7. That each school district in the state of Iowa will assess its needs in establishing the criteria for selection, and these needs will be matched to the characteristics of the applicants.
8. It was assumed that the answers to the questionnaire were honest and unbiased perceptions of the superintendents in the state of Iowa.

Scope and Delimitations of the Study

For the purpose of this study, only the superintendents in the State of Iowa were surveyed for their perceptions of the procedures used in the selection of secondary school principals.

The particular skills that were utilized in the criteria for selection portion of the questionnaire were chosen from a review of the literature of assessment center and effective school research.

Definition of Terms

1. Principal--refers to an individual having a type 22 endorsement in the state of Iowa.
2. Superintendent--refers to an individual having a type 61 endorsement in the state of Iowa.
3. Selection process--refers to the systematical steps that a superintendent follows in filling the vacancy of a secondary school principalship.
4. Recruitment--the process of attracting qualified applicants to a vacant position.
5. Assessment Center--as defined by the NASSP for

the identification of characteristics of potential principals.

Dissertation Outline

The remainder of the dissertation is organized in the following manner:

Chapter Two: reviews the relevant literature that relates to the topic of the study.

Chapter Three: identifies the methodology and procedures used in this descriptive study.

Chapter Four: presents the results of the study and an analysis of the data.

Chapter Five: comprised of a summary, conclusions and recommendations derived from the analysis of the data.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

"The most valuable natural resource of any nation is her people. This asset, to attain maximum potential, must be developed and utilized effectively. Education is the means through which this development takes place."¹

President Ronald Reagan has stated that "We Americans have always considered education a key to individual achievement and national strength."² But in the early 1980's, the quality of education in this country was seriously challenged. This challenge to education produced, according to the United States Department of Education, one of the most important achievements of educational research in the past 20 years. This research identified the factors that characterized effective schools. A summary of

¹Russell Gyle DeFrahn, "A Study of Recruitment and Selection of Public Secondary School Principals in New Jersey." (Ed.D dissertation, Temple University, 1974.), p. 1.

²United States Department of Education. What Works: Research About Teaching and Learning, (Pueblo, Colo. 1986.), p. iii.

research findings indicates that the most important characteristics of effective schools' are "strong instructional leadership, a safe and orderly climate, school-wide emphasis on basic skills, high teacher expectations for student achievement, and continuous assessment of pupil progress."³ The characteristic of strong instructional leadership will be the focus on which this document is developed.

"One common theme that emerged from the reports on education during 1983 was: 'Effective schools are led by effective principals.'"⁴ The research findings from the United States Department of Education Report, A Nation At Risk: The Importance For Educational Reform, stated that "principals must play a more crucial leadership role in establishing goals and developing curriculum if their schools are going to be effective."⁵ "It has been well

³United States Department of Education. What Works: Research About Teaching and Learning, (Pueblo, Colo. 1986.), p. 45.

⁴National Commission on Excellence in Education. A Nation At Risk: The Importance For Educational Reform, Washington, D.C.: United States Department of Education, 1983. p. 32.

⁵Randy Kevin Crump, "An Analysis of Processes Used in the Selection and Employment of Illinois Public School Principals." (Ph.D. dissertation, Illinois State University, 1985.), p. 14-15.

established that the principal is the person who can make the difference between an outstanding school and a poor one."⁶ Moreover, researchers have found that the extent to which a school is instructionally effective will depend on the degree of involvement and commitment the principal has to the educational operation of the school.

With approximately half of the current principals in the nation scheduled to retire in the next 10 years, William J. Bennett, Secretary of Education, is concerned with the selection procedures and quality of these educational leaders that will formulate the educational thrust into the 21st century. The standard of education and society that is currently enjoyed will be greatly influenced by the quality of person that will replace the current leadership. "Today, principals throughout the nation face tremendous crises. These crises have emerged from technology, inflation, equal rights, the energy crisis, changing values and morality, unstable family life, environment, and so forth."⁷ The school systems in this

⁶ Joseph L. Shilling, "Developing an Operational Plan: Maryland's Initiative for Quality Leadership." NASSP Bulletin 70 (January 1986): p. 3.

⁷ Randy Kevin Crump, "An Analysis of Processes Used in the Selection and Employment of Illinois Public School Principals." (Ph.D. dissertation, Illinois State University, 1985.), p. 14-15.

country must seize the opportunity to recruit and select dynamic, committed leaders to the administrative profession. A commitment to providing outstanding leadership for the educational system in this nation is essential to insure potentially effective schools and win the battle for excellence in education.

"The choice of principals is too important to be left to chance--with patronage, politics, favoritism, or familiarity edging out merit."⁸ The importance of the principal's position in the educational system implies and demands that society exercise every effort in the recruitment and selection process. A dedication to the selection process will help ensure that outstanding individuals will have the opportunity to provide the necessary leadership that will foster an effective school climate.

Recent research on principal selection indicates that very little criteria is used in the identification of potential educational leaders for our schools. Baltzell and Dentler in their report substantiates this fact. "Their findings pointed to factors other than merit and equity.

⁸D. Cathrine Baltzell, and Robert A. Dentler, "5 Paths to the Principalship." Principal 6 (May 1984): p. 37-44.

These factors tended to be subtle, behind-the-scenes matters related to specific circumstances."⁹ "Peterson and Finn (1985) point out that, although the 'caliber of institutional leadership powerfully influences the quality of education' (p. 42), surprisingly little attention has been given to the preparation, qualification, and selection of school principals."¹⁰ Baltzell and Dentler identified five individual experiences in their research, and none of the individuals in the case studies could identify the selection process used in their appointment to the principalship. It should not be mistaken that quality people are not appointed to the principalship, but when they are "it is frequently due to chance or just the right combination of circumstances at a given moment; to exceptional personal ambition and political skill; or to leadership talent so outstanding that it is universally

⁹D. Cathrine Baltzell, and Robert A. Dentler, "5 Paths to the Principalship." Principal 6 (May 1984): p. 37-44.

¹⁰Joyce Hogan, and Larry Zenke, "Dollar-Value Utility of Alternative Procedures for Selecting School Principals." Educational and Psychological Measurement 46 (Winter 1986): p. 935.

recognized and would probably rise to the top in virtually any circumstance."¹¹

If validity, reliability and accountability are attributes to be valued in the selection process of the educational leaders, then according to the research the selection procedures will have to be substantially altered to meet the future demands to provide quality leaders for the educational school system to be effective.

¹¹D. Cathrine Baltzell, and Robert A. Dentler, "5 Paths to the Principalship." Principal 6 (May 1984): p. 37-44.

Characteristics of Effective Principal

Since the United States Department of Education predicts that approximately half of the current principals in the nation will retire in the next ten years, it would seem essential to the selection process that the characteristics the research findings have indicated are necessary for effective school principals be identified. This section of the literature review will identify various research reports that have been conducted on the characteristics of an effective principal.

The United States Department of Education summarized its research findings on the characteristics of an effective principal by stating that the effective principal has vision of what a good school should be, and through a systematic approach will introduce this vision into the school climate. The report further states that these leaders in education protect the learning environment, are visible and actively involved in the support of this climate. The report continues by stating that the effective principal will build morale and encourage creativity within his/her staff. He/she will also work to build community support for the school, staff and for its mission. In summary of the United States Department of Education report, the "effective principals are experts at making sure time is available to learn, and

at ensuring that teachers and students make the best use of that time."¹²

In formulating the desirable qualifications an educational supervisor should possess, it should be noted that educational leaders are constantly under the scrutiny of and comparison to the managerial positions of the business world. By comparison, some of the characteristics that have been researched and quantified as being noteworthy are illustrated by Stahl (1983); effective managers want to influence others and have the ability to set and achieve goals. Stahl continues to state that "based on these findings, it would appear that the most successful managers may be those who combine a power-orientation with an achievement-orientation."¹³ The achievement-oriented individual drives people to standards of excellence in performance and is highly task-centered. On the other hand, the power-orientation individual directs the subordinate to goals that focus attention to his/her effect on the environment. It is the combination of these two orientations that creates the manager who excels.

¹²United States Department of Education. What Works: Research About Teaching and Learning, (Pueblo, Colo. 1986.), p. 50.

¹³Michael J. Stahl, "Achievement, Power and Managerial Motivation: Selecting Managerial Talent with the Job Choice Exercise." Personnel Psychology 36 (Winter 1983): p. 779.

Zakariya (1983), writing for the American Association of School Administrators, describes their perception of an effective school principal by stating that this individual will work closely with people, manage conflict and ambiguity, prioritize competing demands for time and attention, anticipate and adapt to the changing conditions that may exist with the constituents and their environment, use discretion in the implementation of plans and decisions in the system, and constantly evaluate the effectiveness of his educational and managerial practices.

Robinson, in a report for Educational Research Service, indicates that research shows "that no single factor accounted for school success in generating higher levels of student achievement."¹⁴ He further states that "exemplary pupil performance resulted from many policies, behaviors, and attitudes that together shaped the learning environment."¹⁵ Robinson also points out that the "formulas for success tended to differ across studies, yet the research disclosed important similarities between many instructionally effective schools."¹⁶ He found that there

¹⁴Glen E. Robinson, Effective Schools Research: A Guide to School Improvement. (Arlington, Va.: Educational Research Service, [1985].), p. 5.

¹⁵Glen E. Robinson, Effective Schools Research: A Guide to School Improvement. (Arlington, Va.: Educational Research Service, [1985].), p. 5.

¹⁶Ibid., p. 5.

are three factors common to the research on effective schools:

1. Belief in and commitment to student learning: successful schools operated in a climate in which the professional staff believed their students could achieve and held high expectations for student accomplishments. There was a belief that their students could learn and a commitment to making sure that their students did learn.
2. Sense of control: The staffs expressed greater optimism concerning their ability to change, improve, and manage the learning environments of their students.
3. Concrete actions: successful schools had action plans that involved setting clear goals, devising specific ways to reach the goals, directing school resources toward achieving the goals, and creating a school environment supporting goal attainment.

The mere identification of the fundamental factors common to effective schools predicates that there are also specific elements common to effective schools. Robinson states that a "school's effectiveness in the promotion of student learning was found to be the product of a building wide, unified effort which depended upon the exercise of leadership." ¹⁸ He further states that research in most instances "depicted the building principal as the key person providing leadership to the school." ¹⁹

¹⁷Glen E. Robinson, Effective Schools Research: A Guide to School Improvement. (Arlington, Va.: Educational Research Service, [1985].), p. 5-7.

¹⁸Ibid., p. 7.

¹⁹Ibid., p. 7.

Robinson's report identifies nine characteristics of leadership for effective schools:

1. Assertive instructional role: principals in effective schools were heavily involved in assessment of program needs, in coordination of the school programs, and in the selection and evaluation of teaching staff using program needs as guidelines.
2. Goal and task oriented: principals in effective schools were described as goal and task oriented, action oriented, and used creative approaches in the development of school programs.
3. Well organized: principals in high achieving schools were well organized and demonstrated skill in delegating responsibility to others.
4. Conveyed high expectations for students and staff: principals exercising leadership not only set but communicated high goals for their buildings...They emphasized dedication and hard work, and encouraged greater professionalism and initiative by staff.
5. Policies well defined and communicated: In-house communication was effective, with school policies well defined and written down.
6. Frequent classroom visits: effective principals spent a significant amount of their time observing classes. Effective principals visited classrooms often with a specific purpose in mind, such as staff assessment or instructional evaluation. Principals in effective schools promoted staff inservice training targeted toward specific school and program goals.
7. High visibility and availability to students and staff
8. Strong support to teaching staff: successful principals worked to maintain an environment that supported teacher efforts in the classroom and minimized outside factors that would disrupt the learning process.
9. Adept parent and community relations: effective principals exhibited adept public relations skills, such as greater verbal fluency, when communicating with parents and community members, and exhibited a

greater sense of ease with far less use of educational jargon.²⁰

The United States Department of Education, in another publication devoted to principal selection, gives its interpretation of the characteristics of an effective school principal and identifies the effective school principal as a leader. This leader will command attention and respect. The principal will set high goals and motivate the staff and students to achieve them. The effective principal has an infectious enthusiasm for excellence and demonstrates a persuasive manner that will ensure those conditions that should be will be. This leader will recognize, because of the different publics involved with an educational system, that different situations will demand that a specific leadership style be modified or changed to meet the needs of each individual situation. In meeting the needs of each situation, the effective principal will demonstrate creativity in the solutions and if necessary will be a risk taker to bring the situation to a conclusion.

This United States Department of Education (1987) report illustrates three methods of improving school through effective leadership. First the effective

²⁰Glen E. Robinson, Effective Schools Research: A Guide to School Improvement. (Arlington, Va.: Educational Research Service, [1985].), p. 7.

principal will "create a clear, compelling vision of where the school is heading and of what the school, its students, faculty, and staff can become. Second, they nurture conditions conducive to achieving that vision. Finally, they inspire, encourage, and reward achievement."²¹

The Department of Education (1987) report continues by stating that "although the principalship cannot be pigeonholed and no two principals are exactly alike, they all perform certain instructional and managerial tasks."²² The effective principal should be able to demonstrate management skills in areas concerning the budget, the staff, the building, student services, public relations and provide a strong educational environment for the students. The Department acknowledges that the principal is involved in many and varied instructional and managerial tasks, some of which are identified as follows:

1. Establishing an atmosphere conducive to learning;
2. Setting high expectations for faculty, staff, and students;
3. Setting school goals;

²¹United States Department of Education. Office of Educational Research and Improvement. Principal Selection Guide, (June 1987.), p. 4.

²²Ibid., p. 7.

4. Supervising teaching and curriculum development;
5. Communicating effectively inside the school;
6. Building parent and community support;
7. Building sound relations with the central office;
8. Monitoring organizational information;
9. Coordinating school activities;
10. Managing financial resources;
11. Maintaining the school building;
12. Directing school support services;
13. Staffing.²³

A document from Ventures for Excellence, INC., a human resource selection and development company, has identified several core areas which reoccur in outstanding leaders. The research this organization has done revolves around an in-depth study of the lifestyles, attitudes, skills and behaviors of excellent administrators. This organization further stipulates that the qualities they have identified are measurable and should help each district select prospective outstanding educational leaders. This organization has identified four main areas that can be attributed to effective leadership: purpose, human interaction, human development and resource

²³United States Department of Education. Office of Educational Research and Improvement. Principal Selection Guide, (June 1987.), p. 10.

awareness.

1. Purpose: Excellent administrators have a clear sense of their own unique purpose in life. This sense of purpose energizes them to enthusiastically pursue their vision for a more positive future through service to others.
 - a. Mission of service: is committed to serving all people and strives to be helpful to students, parents, teachers and other school employees.
 - b. Conceptualization of present and future: Having the knowledge and ability to clearly see the overall perspective and purpose of the school, this person is able to articulate each person's unique role in achieving the school's purpose.
 - c. Intensity of purpose: A high level of human energy is manifested in this person's work. This manager remains positive about tasks at hand and has ways of encouraging others to do their very best while recognizing time to be a premium.
 - d. Assertive meaning: This manager is one who speaks out and behaves in a manner which demonstrates a sense of purpose. Personal values are clearly defined and are communicated effectively to school and community publics.
2. Human interaction: Excellent administrators have a high level of interaction with others and communicate with people in a manner which prizes them and builds positive, harmonious relationships.
 - a. Positive relationships: Developing and maintaining positive and trusting relationships with others is viewed as a vital ingredient in building an environment for learning and growth.
 - b. Multi-dimensional communication: Open interaction with parents, teachers, students and all school employees is viewed as essential.
 - c. Sensitivity toward others: is constantly interfacing with many publics which frequently have vastly different points of view. This person demonstrates high listening skills and empathizes with the other person's or group's

perspective.

3. Human development: Administrators with excellent human development skills appreciate the uniquenesses of others and understand what motivates them. They are highly committed to bringing out the very best in people. They utilize strategies which empower people by involving them, focusing their goals and highlighting their strengths.

- a. Growth and progress orientation: knows how to learn and realizes that conditions, environments, and people are in a constant state of development. While recognizing that many people find growth difficult, this person never loses focus upon the need to constantly strive for significant improvement within the organization.
- b. People centered organization: planning and arranging programs and schedules to meet the needs of people is most evident. An important objective is to conceptualize and pragmatically implement procedures which allow for greater personal and group effectiveness.
- c. Person centered delegation: helping other people within the organization work in areas where they are able to utilize their strengths and pursue their interests is viewed as vital to an ongoing dynamic organization.
- d. Intelligent decision making: has specific techniques and systematic approaches to arrive at logical, sound, and objective decisions. While decisions are made, there also remains an openness toward alternatives and adjustments as implementation occurs.
- e. Performance accountability: has specific personal goals and objectives and has practical ways to help others to do likewise.

4. Resource Awareness: Excellent administrators with high resource awareness recognize the importance of selecting and skillfully managing the human, physical and financial resources of schools.

- a. Selection of personnel: understands the qualities of outstanding people in education and has specific strategies to document the

strengths and vulnerabilities of people in the selection process.

- b. Physical resource focus: recognizes that the physical facilities, machines and work materials of a school are essential to its effective operation. This person has specific ways to assess needs, acquire necessary resources and maintain the best utilization of these resources.
- c. Prizing of financial resources: recognizes that wise and prudent utilization and distribution of the financial resources in a school are essential to its ongoing health and well-being. This administration has specific strategies to project, monitor, and insure proper and beneficial²⁴ use of district financial resources.

The National Association of Secondary School Principals has identified those skills that would be most desirable in selecting or developing school administrators. There are twelve skills that have been identified. These twelve skills have been utilized in the NASSP Assessment Center concept for the purpose of identifying those individuals that have the potential of becoming effective principals.

The twelve skills or dimensions that have been identified are:

1. Problem Analysis: ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.

²⁴Qualities of an Excellent Administrator.
(Ventures for Excellence, Inc. Lincoln, Nebraska. 1983.),
p. 1-2.

2. Judgment: skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high-quality decisions based on available information; ability to critically evaluate written communications.
3. Organizational ability: ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion, ability to deal with a volume of paper work and heavy demands on one's time.
4. Decisiveness: ability to recognize when a decision is required and to act quickly. (Without an assessment of the quality of the decision.)
5. Leadership: ability to recognize when a group requires direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task.
6. Sensitivity: ability to perceive the needs, concerns and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflicts; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
7. Range of Interests: competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events.
8. Personal motivation: showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing.
9. Educational values: possession of well-reasoned educational philosophy; receptiveness to change and new ideas.
10. Stress tolerance: ability to perform under pressure and opposition; ability to think on one's feet.
11. Oral communication skill: ability to make a clear oral presentation of ideas and facts.
12. Written communication skill: ability to express ideas clearly in writing; to write appropriately for

different audiences--students, teachers, parents, and other administrators.²⁵

Manasse (1984) describes the work day of the principal as one characterized by brief, fragmented and varied situations. Each day is made up of short and unplanned interactions, usually verbal, that are generally in reaction to an immediate dilemma. Manasse (1984) continues by describing the routine of the principal characterized by the following descriptive research studies.

1. A low degree of self-initiated tasks;
2. Many activities of short duration;
3. Discontinuity caused by interruptions;
4. The superseding of prior plans by the needs of others in the organization;
5. Face-to-face verbal contacts with one other person;
6. Variability of tasks;
7. An extensive network of individuals and groups;
8. A hectic and unpredictable flow of work;
9. Numerous unimportant decisions and trivial agendas;
10. Few attempts at written communication;
11. Interactions predominantly with subordinates;

²⁵Thomas A. Jeswald, "A New Approach to Identifying Administrative Talent." NASSP Bulletin 61 (September 1977): 81-82.

12. A preference for problems and information that are specific (rather than general), concrete, solvable, and currently pressing.²⁶

Manasse's (1984) research indicates that the effectiveness of the principal is not dependent on the day to day activity patterns, since these patterns have been identified as similar no matter what the degree of effectiveness of the principal in question. It is therefore necessary to look beyond these routine patterns and identify effective principals as "proactive in a reactive and ambiguous environment. They have learned to balance conflict demands and take initiative, creating personal action plans based on comprehensive visions of their schools."²⁷ "Although the principal may have many other functions in operating a school organization, the leadership role in establishing an effective instructional program in the school is foremost."²⁸ The effective principals "see themselves as leaders. As such, they are

²⁶A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 4.

²⁷A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 7.

²⁸Wilbur B. Brookover et al., Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement. (Florida: Learning Publications, Inc. 1982.), p. 82.

not content with things-as-they-are, but are actively involved in change--in moving their schools toward a vision of something better."²⁹ It is also suggested that there is a link between leadership and change and "if school districts and communities are serious about supporting effective principals, they must be prepared for principals who are not satisfied to keep a low profile, principals who may prefer to 'rock the boat'."³⁰

Manasse (1984) cites research from a recent study that compares the average-performing principals with the high-performing principals. (See table 1) Of the competencies listed there were six that were common to both groups, but there were eight additional competencies that were found only in the higher-performing principals group. This research suggests that "high performing principals are distinguished from the average performers by their strong sense of themselves as leaders, their focused involvement in change, and their highly developed analytic skills."³¹

²⁹A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 7.

³⁰A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 7.

³¹Ibid., p. 7.

Table 1

Average-performing principals vs.
high-performing principal

Cluster and competency	Average Performers	High Performers
<u>Purpose and direction:</u>		
Commitment to school mission	x	x
Sense of control		x
<u>Cognitive skills:</u>		
Monitoring		x
Ability to recognize patterns		x
Perceptual objectivity		x
Analytical		x
<u>Consensus Management:</u>		
Concern for image	x	x
Participatory style	x	x
Tactical adaptability	x	x
Persuasiveness		x
<u>Quality Enhancement:</u>		
Commitment to quality		x
Focused involvement on change		x
Coaching skills	x	x
Firmness in enforcing quality standards	x	x

32

³²A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 7.

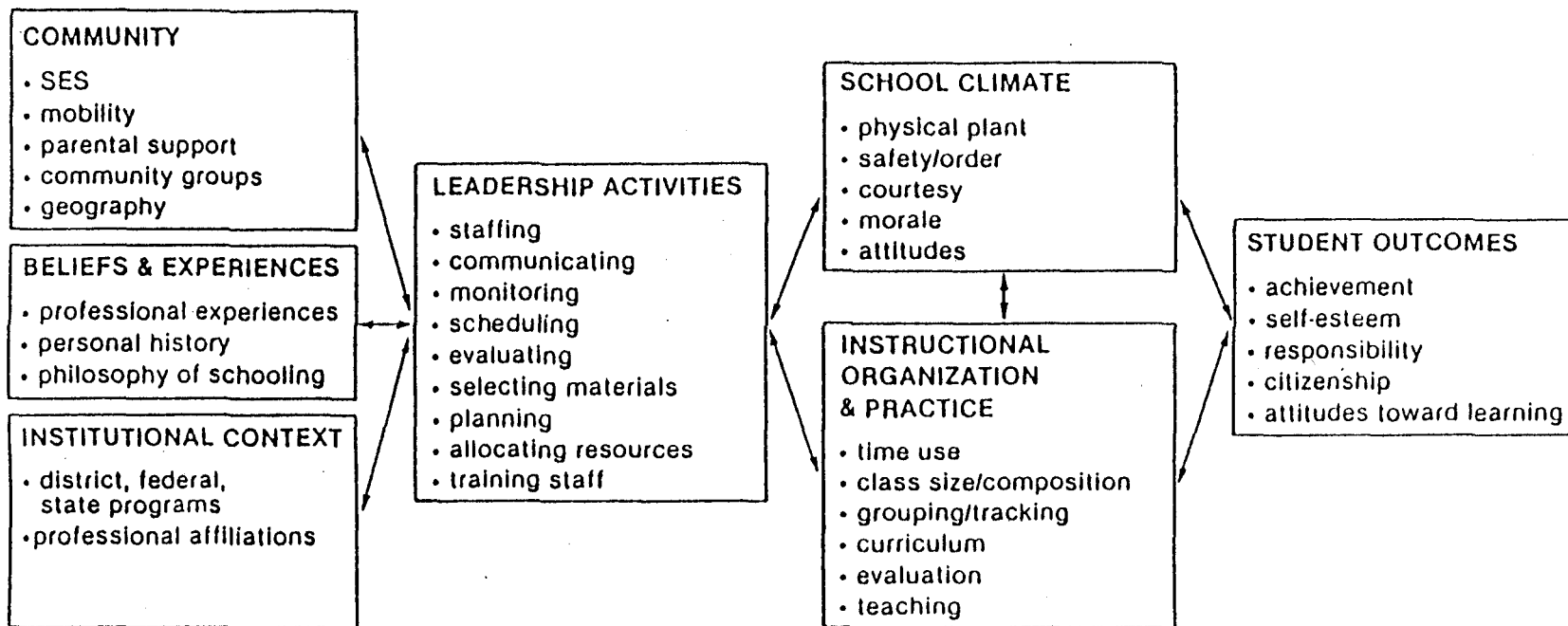
Dwyer asks the question, "if successful principals are those who create schools in which the climate is safe and orderly, where basic skills are emphasized, where teachers hold high expectations for their students, and where instructional programs, are tied closely to carefully monitored objectives, what do principals do to institute and maintain those conditions?"³³ After his research of the literature on education, leadership and organization, thirty-two principals were interviewed about instructional management. The following chart on the principal's role in instructional management was formulated. (Table 2) This chart represents his perception of those characteristics fundamental to the routine of an effective school.

Clarke and Gerrity have a somewhat different view of the principalship in that they state that "the most important role is undoubtedly that of leader in curriculum improvement, and this role is usually encompassed in the behavior of the principal as supervisor."³⁴ It is important that the principal understand the job description as designed by the superintendent and the board. Clarke and Gerrity developed a list of those tasks that they

³³David C. Dwyer, "Forging Successful Schools: Realistic Expectations for Principals." Educational Horizons 63 (Fall 1984): p. 3.

³⁴R. Clark, and T. Gerrity, "The Role of the Principal as Supervisor." Education 104 (Spring 1984): p. 275.

Table 2
The Principal's Role in Instructional Management



believe are common to most principals. The following list represent their conclusions:

1. Monitor present curriculum.
2. Evaluate present curriculum
3. Evaluate teachers
4. Keep current with research on elementary curriculum and instruction
5. Inventory instructional materials
6. Plan student and teacher schedules
7. Plan inservice
8. Determine budget requests
9. Inspect facilities
10. Plan and conduct faculty meetings
11. Plan and conduct student and parent orientation
12. Plan school-community programs
13. Meet with non-professional building employees
14. Determine substitute teacher lists.³⁵

³⁵R. Clark, and T. Gerrity, "The Role of the Principal as Supervisor." Education 104 (Spring 1984): p. 276.

In summary of the characteristics of an effective principal, it is well established that "effective schools do have effective principals, but there is no single formula for effective principals."³⁶ Equally as important is that an "effective principal is an administrative and instructional leader who promotes school improvement."³⁷ The effective principal "not only performs managerial and instructional tasks well, but also motivates teachers and staff to share and work for a vision of the school that will enable them to meet their own highest expectations."³⁸

³⁶A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 13.

³⁷United States Department of Education. Office of Educational Research and Improvement. Principal Selection Guide, (June 1987.), p. 13.

³⁸Ibid., p. 13.

Procedures for Principal Selection

"The act of selecting a principal is one of the most public and visible statements a district makes of its values."³⁹ Recent research on principal selection indicates very little criteria is used in identifying potential educational leaders. This is substantiated by Baltzell and Dentler's national report on principal selection procedures, "their findings pointed to factors other than merit and equity. These factors tended to be subtle, behind-the-scenes matters related to specific circumstances."⁴⁰

Manasse (1984) feels that when a school district selects a principal, the district is publicly articulating its philosophy and priorities. Manasse insists that when a district's actions and rhetoric contradict their mission, the educational system has missed an important opportunity to strengthen its image. In Baltzell and Dentler's research, school officials insisted the their goal was to

³⁹ A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 21.

⁴⁰ United States Department of Education. Office of Educational Research and Improvement. Principal Selection Guide, (June 1987.), p. 37.

find the best available educational leader for their system, but none of the school professional in question could identify exactly what the criteria was for attaining this goal.

It is not to be inferred that good principals are not selected but as stated by Baltzell and Dentler from their research, it "demonstrates a central finding about common practices in principal selection: the process itself cannot be characterized as merit-based or equity-centered."⁴¹ Tesolowski and Morgan (1980) emphasize that the selection procedures used by school districts should be more rigorous in the selection process. Prospective candidates should not be chosen as a reward for years of service or for the political favorite. This does not mean that "good candidates never enter the race or that good principals are never chosen."⁴² Rather, it infers that, where merit and equity do happen to win out, "it is frequently due to chance or just the right combination of circumstances at a given moment."⁴³ Baltzell and Dentler identified some merit based circumstances as exceptional

⁴¹D. Cathrine Baltzell, and Robert A. Dentler, "5 Paths to the Principalship." Principal 6 (May 1984): p. 37.

⁴²Ibid., p. 37.

⁴³Ibid., p. 37.

personal ambition, political skill or leadership skills that were so outstanding that they would have been recognized in any situation.

"Principals appear to draw their sense of mission to a significant degree from their selection experience. Those who feel they were selected fairly and objectively, on the basis of clear criteria, are likely to feel empowered."⁴⁴ None of the individuals from the case studies done by Baltzell and Dentler could identify the selection process used in their appointment to the principalship. "Those who do not know why they were selected because there were no clear criteria, may feel uncertain of what is expected of them, and may be hampered in their efforts to exert leadership."⁴⁵ "Thus, the selection process itself can have a strong impact on the behavior of principals."⁴⁶

The case studies conducted by Baltzell and Dentler revealed that there are historically four procedures used in the selection of a principal: list the vacancy, screen the candidates, interview, make a decision on who should

⁴⁴A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 21.

⁴⁵Ibid., p. 21.

⁴⁶Ibid., p. 21

be selected and offer the position.

Research done by Tesolowski and Morgan (1980) has identified four common selection methods used in hiring a prospective administrator. These methods typically would be classified under screening the candidates or the interview process as identified by Baltzell and Dentler. The first and most frequently used is the personal preference method. This method is laden with the feelings, biases, prejudices and values of those individuals used in the selection process. The next method used is the internal characteristics approach. This method was one of the first to use scientific steps to measure aptitude to predict potential job success. The next method used the behavioral or skills approach. This was another scientific approach which used tests, resumes, or references to predict job success based on past behavior patterns in relation to job requirements. The last method was the background approach. This method required a work history of new employees who have shown success. It should be noted that Tesolowski and Morgan felt that none of these methods individually are valid but collectively have merit.

Manasse (1984) believes that there are two separate questions to be asked when involved with the selection of effective school principals. First, what criteria is to be used in the evaluation of the prospective candidates?

second, what process and procedures will be most effective in identifying and selecting the best prospective candidate for the position?

In a previous section, the discussion of criteria for an effective principal has been identified from the research. If it can be assumed that every district wants to have an effective school and an effective principal, then each district would have to assess its own system in an attempt to recommend the criteria essential to the identification and screening of the prospective candidates for the principalship within the district. Having identified the criteria essential to that district, the selection committee's next step would be to develop the process and procedures for selecting the best candidate. The Principal Selection Guide, developed by the United States Department of Education, recommends ten steps for a better selection process. These steps are identified on Table 3.

Baltzell and Dentler in their study concluded that districts that were having more satisfactory results in the selection of principals, in terms of equity and efficiency, were implementing some or all of the following innovations: identification of selection criteria that was in conjunction with merit standards; development of a pool of available candidates; the standards for eligibility were more challenging and complex; a more rigorous screening

Table 3

Principal Selection Guide

Developing Policies:

Step 1: Agree on your general aims for the schools and principals in your jurisdiction.

Establishing a Pool:

Step 2: Determine what kind of preservice preparation is available and what kind is necessary.

Step 3: Determine certification requirements and procedures.

Step 4: Prepare qualified potential principals via apprenticeships, internships, and mentoring.

Formal Selection Procedures:

Step 5: Advertise the vacancy widely among qualified potential applicants.

Step 6: Assess candidates' skills using the selection methods best calculated to discover information that you need.

Step 7: Choose a new principal based on all relevant, valid information.

Post-Hiring Activities:

Step 8: Provide orientation for new principals, enabling them to meet members of the community, get to know their peers, and understand the nature and history of the school and community.

Table 3 continued

- Step 9: Develop long-term programs that give principals multiple opportunities to develop their professional skills and enlarge their peer network.
- Step 10: Appraise principals according to the selection criteria used to hire them, providing constructive feedback on their performance, and helping them improve via conferences, coaching, networking, and special training.

process; an increased number of individuals utilized in the process; a shared authority of selection, with the final decision still remained with the superintendent; and a rippling effect on other administrative positions causing a more rigorous selection process to be used.

Each district having identified the criteria for the selection process, should then address the methods of assessment or screening the candidates. There have been five selection methods that have been identified and recommended for use by the United States Department of Education: "collect biographical data; administer written tests; conduct structured interviews; solicit job samples; and consult assessment centers."⁴⁷

"Since past performance is the best single predictor of future performance, biographical data helps those screening candidates."⁴⁸ This type of information can be obtained from written application forms or making contact with the references listed by the candidate. A telephone call to a reference may reveal some strength or weakness about a candidate that was not previously stated. In most cases, weaknesses will be identified.

Written tests can provide information about the

⁴⁷United States Department of Education. Office of Educational Research and Improvement. Principal Selection Guide, (June 1987.), p. 23

⁴⁸Ibid., p. 23.

skills of the candidate. Strengths and weaknesses of the candidates knowledge and aptitude can be assessed through this method. Testing can be over any area the screening individual(s) deem necessary in identifying the strengths of the candidate to meet the needs of the district.

Job samples is another method of identifying a effective principal. This method will have the candidate observed through an on site visit by the assessor(s) to see how the candidate will respond in his/her normal environment.

Job sample information can also be obtained through written questions or the interview. Questions on how the applicant will respond to different stimuli can provide the assessors with insight into the qualifications of the candidate that cannot be assessed by any other means.

The ability to interview is still the most important aspect in acquiring a position because it is the most universally used tool for occupational selection. Niece states that "Acuff maintains that the interview process is one of managements's most important responsibilities."⁴⁹ The interview method has had its validity and reliability questioned, by many researchers, to its ability to predict

⁴⁹Richard Niece, "The Interview and Personnel Selection: Is the Process Valid and Reliable." The Clearing House 56 (January 1983): p. 232.

future success of the applicant. "Rothstein and Jackson discovered that although most major research studies on the employment interview have concluded that the process is not reliable, it still continues to be the most popular personnel selection device."⁵⁰

The importance of the interview cannot be overstated. It is considered the last step in the selection process and culminates with the employment decision. Baltzell (1983) demonstrated the importance of the interview by offering the scenario in which the weaker candidate becomes popular due to a strong showing and the strong candidate diminishes his chances by a poor performance.

Niece (1983), citing the research done by Tschirgi and Huegeli, indicated that 75 percent of the time a decision to hire the individual being interviewed was made during the interview and not after.

Beck (1986) identified research that will support the structured interview and that this type of interview has been found to be consistently reliable. The structured interview has a tendency to control some of the distorting influences that plague a traditional interview.

⁵⁰Richard Niece, "The Interview and Personnel Selection: Is the Process Valid and Reliable." The Clearing House 56 (January 1983): p. 233.

"Interviewers must structure their interviews around job-related questions which will allow the applicants to demonstrate their knowledge, skills, and abilities."⁵¹ Methods that the supervisor in charge of the interviewing process should develop before the interview are "(1) Refine job description and job specifications. (2) Select interview teams and chairpersons. (3) Develop and communicate guidelines to interview teams. (4) Schedule the interview process."⁵²

Meese (1984) states that the hiring of administrators for the school district will be more effective if the responsibility is distributed to a committee and not to the discretion of the immediate supervisor. Meese emphasizes that the key factor in the selection process is that a large group conducts the interview, and all discussions that follow must be structured and supervised carefully to allow the perceptions of each committee member to be evaluated.

The last recommendation for use as an assessment method for selecting an effective principal is the

⁵¹Richard Niece, "The Interview and Personnel Selection: Is the Process Valid and Reliable." The Clearing House 56 (January 1983): p. 233.

⁵²Jon M. Huegli, and Ritch K. Elch, "The Administrator Search Process: Managing the Interview for Desired Results." Journal of the College & University Personnel Association 30 (Summer 1979): p. 8.

assessment center. This discussion will be deferred to the next section.

New Approaches to Selection Procedures

A relatively new approach for the identification of skills for a potential candidate to a principalship is the assessment center. "Assessment Centers, adapted from private industry, represent one very sophisticated approach to selection. Trained observers evaluate aspiring educational administrators as they perform tasks designed to measure their skills empirically."⁵³ The assessment centers are "designed for measurement of hiring or promotion potential,"⁵⁴ "which is to improve the quality of future educational leadership in schools by providing more objective performance information on entry level candidates for the principalship."⁵⁵

Tesolowski and Morgan (1980) have concluded from research they have conducted on selecting administrative personnel that school boards do not know which

⁵³A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 22.

⁵⁴Dennis G. Tesolowski, and Thomas E. Morgan, "Selecting Educational Administrators: The Assessment Center Technique." NASSP Bulletin 64 (February 1980): p. 109.

⁵⁵David H. Lepard, "The Essential Ingredients of a Plan." NASSP Bulletin 69 (January 1986): p. 6.

characteristics or criteria need to be identified for the position. Also, even if the school board does know the qualities to be assessed, it lacks the expertise to be able to assess such qualities.

"Assessment centers are capable of indicating with high probability how well a particular managerial candidate will function."⁵⁶ "Research indicates that assessment centers procedures make it possible to select higher quality administrators than can be selected by traditional methods."⁵⁷

The "assessment centers provide behavioral information on candidates' performance of skills. They provide definitive feedback to the candidates themselves."⁵⁸ These skills are assessed by a variety of job-related tasks, such as "in-basket, analysis and report writing, and management games."⁵⁹ A description of the

⁵⁶Dennis G. Tesolowski, and Thomas E. Morgan, "Selecting Educational Administrators: The Assessment Center Technique." NASSP Bulletin 64 (February 1980): p. 112.

⁵⁷Ibid., p. 113.

⁵⁸A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 23.

⁵⁹Randy Kevin Crump, "An Analysis of Processes Used in the Selection and Employment of Illinois Public School Principals." (Ph.D. dissertation, Illinois State University, 1985.), p. 47.

skills measured by these exercises in group discussions and oral presentations by an assessment center have been previously discussed under the characteristics of an effective principal section of this chapter. There are twelve skills or dimensions that are identified: problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, range of interests, personal motivation, educational values, stress tolerance, oral communication skills, and written communication skills.

"Research revealed that 80 percent of all assessed which were judged as having management potential advanced to middle management within five to eight years."⁶⁰ Of those assessed as lacking management potential, "ninety-five percent did not advance in the same period of time."⁶¹ The conclusion of this research is that "less adequate personnel are easier to identify than those with more promise."⁶²

Another approach to the identification of the potential to be an effective principal is the internship.

"Internships represent one approach to developing career

⁶⁰Dennis G. Tesolowski, and Thomas E. Morgan, "Selecting Educational Administrators: The Assessment Center Technique." NASSP Bulletin 64 (February 1980): p. 111.

⁶¹Ibid., p. 111.

⁶²Ibid., p. 111.

ladders that provide appropriate apprenticeships and screening opportunities for potential candidates."⁶³ Manasse (1984) credits Lloyd Trump for initiating the internship program in the early 1960's. The goal of the internship program was to provide a prospective administrator an opportunity to experience activities of the position while under the guidance and supervision of an experienced administrator. This type of program has served to be the best on-the-job training for a prospective candidate to the principalship.

⁶³A. Lorri Manasse, A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. (Alexandria, Virginia: National Association of State Boards of Education, Publishers, 1984.), p. 23.

Summary

For those individuals who are seeking an administrative position, the literature would indicate that there has been an increased awareness placed on the acquisition of such a position. The two most notable areas of interest are the selection proceduress and the desirable qualifications for an effective principal. In the past; the method of selection has usually been by a single individual; this process is being replaced by the committee method. It has also been suggested that the selection procedures be more rigorous in the initial stages of the selection process.

The literature also indicates that the qualifications for being an effective principal are increasingly demanding which requires the individual to be more cognizant of his/her style of management. Also, the research indicates that there is no singular style of leadership that will meet all situations. Furthermore, the research has shown that there isn't a set of characteristics that will be suitable for every educational system. There are many similarities in the characteristics that the researchers have identified as essential for an effective principal, but there is no total agreement on

the perfect package.

A conclusion of research on effective schools would be that if the goal of education is an effort towards excellence, then effective principals are the key to the attainment of this goal. If the above conclusion is correct, principals being the key to educational excellence, then it is essential that the methods used in the selection process be more rigorous and demanding for the candidate so as to meet the increased requirements of the position.

CHAPTER III

METHODOLOGY

Overview

The purpose of this chapter is to present a detailed description of the methods and procedures used in the development of this study. Included in this chapter are eight major sections: purpose of the study, research procedures, selection of the subjects, instrumentation, data collection and recording, data analysis, limitations, and a summary.

Purpose of the Study

The purpose of this study was to survey and analyze the responses of superintendents concerning their perceptions of the desirable skills, as defined by the assessment centers and effective school research, in the selection of public secondary school principals in the state of Iowa. The study addressed the following questions: (1) To analyze the superintendents'

demographic input with the desirable skills of secondary school principals. (2) To analyze similarities/differences in the selection of public secondary school principals in varied sized schools in the state of Iowa. (3) To analyze the effects of candidate experience in the selection of secondary school principals in varied sized school systems.

Research Design

This study was of a descriptive nature that surveyed the perceptions of the superintendents in the state of Iowa. The data for this study was collected by means of a survey. The survey questions included demographic information of the superintendent, current selection procedures used by the district, and the perceptions of the superintendents as to the skills they perceive as essential for a secondary school principal.

The research attempted to answer the following questions:

1. Does the age of the superintendent reflect any tendency to perceive certain skills as essential?
2. Does the experience of the superintendent affect the choice of skills perceived as essential?
3. Does the educational level of the superintendent

affect the choice of skills perceived as essential?

4. What affect does the educational background of the superintendent have on the choice of skills that are deemed essential?
5. Do the school districts in Iowa have any type of policy established for the selection of secondary school principals?
6. How are candidates recruited in the state of Iowa?
7. What factors are used in the screening of candidates in the State of Iowa?
8. What techniques are used to evaluate the qualifications of each candidate?
9. Which individual(s) is/are involved in the evaluation of each candidate, and does the school size influence this number?
10. Does the size of the school reflect any tendency in any of the categories of hiring practice?
11. Does the urban or rural schools reflect any tendency in any of the categories of hiring practice?
12. What are the recommendations of the superintendents for the improvement of the recruitment and selection procedures?

Selection of Subjects

The purpose of this study is to gather data concerning the perceptions of superintendents on the selection of secondary school principals. The use of a questionnaire as a means of data collection was issued to every superintendent in the state of Iowa.

The Iowa Department of Education was used as the source for providing the necessary information concerning the number of districts and superintendents in the state of Iowa. At the present time, there are 436 K-12 school districts in the state of Iowa. Currently in the state of Iowa, a number a districts share superintendents.

In consultation with the Department of Education, the following data was provided: there are 402 superintendents in the state of Iowa who administer to a single district or are in a sharing agreement with two or more districts.

The Department of Education, for a small fee, provided mailing labels to each superintendent in the State of Iowa.

Instrumentation

For the purpose of gathering data from a relatively large number of respondents from the entire state, the use

of a questionnaire was the most expedient method available for this task. The questionnaire was developed by the researcher after a review of the literature and implementation of questionnaire design suggested by Isaac and Michael (1981).

The instrument was divided into four sections:

1. Demographic information: the facts about the superintendent and the school district.
2. Recruitment procedures: the sources the district used to recruit a prospective principal.
3. Screening procedures : the procedures the district would use to screen a prospective principal. This section asked the superintendent how the district will evaluate the candidate's qualifications for the position.
4. Criteria for selection: standards based on a review of the literature, twenty-two criteria are listed and one open ended question was asked. The superintendent would be asked to respond by prioritizing the five most important characteristics a prospective candidate should possess to be considered for the position.

Instrument Validation

A draft copy of the instrument was presented to the researcher's doctoral committee to critique. Based on the suggestions from the committee, a second version was developed. The second version of the instrument was then submitted to six superintendents in the state of Illinois to critique. These suggestions were evaluated, and a third version was developed and submitted to the researcher's doctoral committee; the third version then was used to obtain the answers to the research questions.

Administration of Instrument

The instrument was sent to each superintendent in the state of Iowa. A cover letter explaining the purpose of this questionnaire and a return envelop were included in the package. A copy of the cover letter can be found in appendix B.

Data Collection and Recording

During the first week in February 1987, each superintendent (402) in the state of Iowa received a questionnaire. The cover letter accompanying the questionnaire requested that the instrument be returned by

the third week in February.

With a population of 402 questionnaires and for inferences to be made about the population, it was established that at least seventy percent of the questionnaires should be returned. If less than seventy percent of the questionnaires would be returned, a second mailing would be necessary. Because each questionnaire was coded with a school district number, only those superintendents who did not respond received the second mailing.

If the second mailing did not produce satisfactory results, a telephone call was made to encourage those who did not participate to do so.

Once a statistically significant number of questionnaires had been returned, the information would be reduced to quantitative values to be analytically evaluated and synthesized into a statistically meaningful expression.

Data Analysis

The data was analyzed by descriptive statistics using the SPSS program designed for the IBM or compatible microcomputers.

Each item of the survey was tabulated using Frequencies, a subprogram of SPSS.

Chi-square, another subprogram of SPSS, was used to

measure the deviations between the observed and theoretical numbers in terms of frequencies in each category. The level of significance for this comparison was .05.

A one-way analysis of variance, another subprogram of SPSS, was used to identify differences between groups and within groups of the population. It compared the variability between groups and within groups to justify inferences for the population. The level of significance for this comparison was .01.

Limitations

1. The respondents for this study consisted of public school superintendents from the state of Iowa.
2. The perceptions of the superintendents were gathered through the use of a mailed questionnaire.
3. The tabulation of data was limited to the number of responses to the questionnaire.
4. The population used in this study was the superintendents in the state of Iowa and any inferences derived from this study are limited to this population.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to survey and analyze the responses of superintendents concerning their perceptions of the desirable skills, as defined by the assessment centers and effective school research, in the selection of public secondary school principals in the State of Iowa. The study addressed the following questions: (1) To analyze the superintendents' demographic input with the desirable skills of secondary school principals. (2) To analyze similarities/differences in the selection of public secondary school principals in varied sized schools in the state of Iowa. (3) To analyze the effects of candidate experience in the selection of secondary school principals in varied sized school systems.

The following research questions were developed to guide this study:

1. Does the age of the superintendent reflect any

tendency to perceive certain skills as essential?

2. Does the experience of the superintendent affect the choice of skills perceived as essential?
3. Does the educational level of the superintendent affect the choice of skills perceived as essential?
4. What affect does the educational background of the superintendent have on the choice of skills that are deemed essential?
5. Do school districts in Iowa have any type of policy established for the selection of secondary school principals?
6. How are candidates recruited in the state of Iowa?
7. What factors are used in the screening of candidates in the state of Iowa?
8. What techniques are used to evaluate the qualifications of each candidate?
9. Which individual(s) is/are involved in the evaluation of each candidate, and does school size influence this number?
10. Does the size of the school reflect any tendency in any of the categories of hiring?
11. Does urban or rural schools reflect any tendency in any of the categories of hiring?

12. What are the recommendations of the superintendents for the improvement of the recruitment and selection procedures?

This chapter presents an analysis of the data collected from the survey instrument returned by the superintendents in the state of Iowa. Of the possible 402 surveys sent out, 346 were returned for an 86.5% rate of response.

The data were analyzed by creating a file using the Lotus spreadsheet for each survey returned. The spreadsheet was then exported to an Area Education Agency's (Iowa educational assistance center) microcomputer using SPSS for data analysis. The following discussion is a product of those procedures.

Analysis of Demographic Data

The survey instrument that was submitted to the superintendents in the state of Iowa, was divided into four sections: demographic information of the superintendents; recruitment procedures; factors used in screening a candidate; and criteria for selection. Tables 3 through 11 provide a frequency analysis of the demographic data. Tables 12 through 15 provide a frequency analysis of the remaining sections of the survey.

Table 4
Sex of the Superintendents Reporting

Sex	No.	%
Male	337	97.4
Female	9	2.6
Total:	346	100.0

Table 4 identifies the number of respondents that were male or female. The table indicates that 97.4 percent of the superintendents responding to the survey were men, and only 2.6 percent were females.

Table 5
Age of the Superintendents Reporting

Age	No.	%
30-35	8	2.3
36-40	37	10.7
41-45	73	21.1
46-50	58	16.8
51-55	78	22.5
56-over	92	26.6
Total:	346	100.0

This table demonstrates that of the superintendents surveyed, over 49 percent are over 50 years of age. It also indicates that potentially 26.6

percent of the current superintendents will retire in the next 10 years.

Table 6

Size of School District of Reporting Superintendent

Size of District	No.	%
up to 499	135	39.0
500-749	84	24.3
750-999	37	10.7
1000-1499	37	10.7
1500-1999	20	5.8
2000-2499	5	1.4
2500-3499	10	2.9
3500 or more	18	5.2
Total:	346	100.0

Table 6 illustrates that the largest group of respondents were from districts of less than 500 students. By combining three categories, Table 5 demonstrates that 74 percent of all respondents were from districts of less than 1000 students.

Table 7

Number of Years Experience of Reporting Superintendent

Yr. as Supt.	No.	%
0-3	52	15.0
4-8	86	24.9
9-12	44	12.7
13-16	51	14.7
17-20	46	13.3
21 or more	67	19.4
Total:	346	100.0

Table 7 demonstrates that of the 346 superintendents reporting, approximately 19 percent of these have been a superintendent for 20 or more years. The combination of the categories 0-3 and 4-8 illustrate that almost 40 percent of the population reporting have less than 8 years experience as the chief executive of a school district.

Table 8
Number of Years in Education for
Superintendents Reporting

Yr. in Education	No.	%
5-10	1	.3
11-15	34	9.8
16-20	62	17.9
21-25	66	19.1
26-30	88	25.4
31 or more	95	27.5
Total:	346	100.0

Table 8 demonstrates that over 50 percent of the superintendents reporting have been in education for more than 25 years. Of those reporting, approximately 10 percent had less than 15 years experience in education.

Table 9
Highest Degree Achieved by the Superintendent Reporting

Yr. in Education	No.	%
PhD or EdD	80	23.1
Specialist	176	50.9
Masters	90	26.0
Total:	346	100.0

As illustrated in Table 9, 50.9 percent of the

reporting superintendents had a Specialist Certificate, with 23.1 percent having a Doctorate and 26 percent having a Master's Degree.

Table 10

Last Teaching Assignment of Superintendent Reporting
Prior to First Administrative Position

Last Assignment	No.	%
Art	1	.3
Business Ed.	45	13.0
English	22	6.4
Foreign Land.	2	.6
Guidance	21	6.1
Phy. Ed/Health	57	16.5
Industrial Arts	9	2.6
Mathematics	53	15.3
Music	12	3.5
Science	41	11.8
Social Studies	59	17.1
Special Educ.	4	1.2
Other	20	5.8
Total:	346	100.0

As demonstrated in Table 10, the Social Studies curricula had the greatest number, 17.1 percent, of the superintendents reporting as the last teaching assignment before an administrative assignment. Physical Education/Health was next with 16.5 percent, Mathematics with 15.3 percent, Business Education with 13.0 percent, and Science at 11.8 percent to complete those areas in

the double digit percentages. Of the 20 cases in the Other category, all of the respondents stated that Elementary Education was their last teaching assignment before administration.

Table 11

Number of School Districts having a Board Policy for the Recruitment and Selection of a Principal

Board Policy	No.	%
Yes	49	14.2
No	297	85.8
Total:	346	100.0

As demonstrated in Table 11, 85.8 percent of the school districts in the state of Iowa do not have a board policy for the recruitment of principal. Of the 14.2 percent of the districts that were affirmative for having a board policy, the policy consisted of either a job description or certification requirements.

Table 12

Superintendent's Perception of District's Classification

Dist. Classification	No.	%
Urban	31	9.0
Rural	315	91.0
Total:	346	100.0

Table 12 identifies the perception of the superintendents reporting as to how they classify their districts - urban or rural. Ninety-one percent of the superintendents reporting perceived their district as being rural.

Selection Factors

The survey was divided into four sections. Section I identified the demographic information of the superintendent reporting. Section II was the perception of the superintendent reporting on the sources used to recruit a prospective candidate. Section III was the perception of the superintendent reporting on the factors used in the screening of the prospective candidate. Section IV was the perception of the superintendent reporting on the skills perceived as essential for the candidate to possess to be selected to the principal's position in their district.

Table 13 illustrates the responses of the superintendents to Section II and Section III of the survey.

Section II: Identify the sources your district used to recruit a prospective principal candidate. Of the seven choices available to the reporting superintendent on the recruitment of a candidate for the principal's position in their district, Table 13 illustrates the use of newspapers as the most dominant choice, 96.3% when combining the responses of "always" and "usually." The reporting superintendents preferred the use of in state college/university placement centers, 78.1% when combining the responses of "always" and "usually," as compared to the out-of-state college/university placement centers, 41.9% when combining the responses of "always" and "usually." The use of the in-district listing was 58.3% when combining the responses of "always" and "usually." The national media and internship programs were generally not used in the recruitment of candidates in the state of Iowa; 2.6% when combining the responses of "always" and "usually" and 4.9% when combining the responses of "always" and "usually," respectively.

Section III: Factors used for screening a prospective candidate. Part one: "What item(s) does your district require before a candidate will be

Table 13

Frequency and Percentage of Selection Factors as
Reported by the Superintendents

	Always (1)	Usually (2)	Seldom (3)	Never (4)
II. Recruitment of candidates:				
College/Univ. placement in state	177/51.2%	93/26.9%	31/ 9.0%	45/13.0%
College/Univ. placement out of st.	75/21.7%	70/20.2%	88/25.4%	113/32.7%
Newspapers	320/92.5%	13/ 3.8%	8/ 2.3%	5/ 1.4%
In-district listing	170/49.1%	32/ 9.2%	41/11.8%	103/29.8%
National media (any)	4/ 1.2%	4/ 1.4%	52/15.0%	286/82.7%
Internship programs	6/ 1.7%	11/ 3.2%	62/17.9%	267/77.2%
Other	6/ 1.7%	3/ .9%	3/ .9%	334/96.5%
III. Factors used for screening a prospective candidate:				
District requiriements:				
Letter of application:	337/97.4%	6/ 1.7%	2/ .6%	1/ .3%
Completed application form	185/53.5%	35/10.1%	40/11.6%	86/24.9%
Resume	326/94.2%	11/ 3.2%	2/ .6%	7/ 2.0%
Credentials	341/98.6%	1/ .3%	0	4/ 1.2%
Transcripts	208/60.1%	58/16.8%	42/12.1%	38/11.0%
References	316/91.3%	12/ 3.5%	3/ .9%	15/ 4.3%
Other	17/ 4.9%	1/ .3%	0	328/94.8%

Table 13 continued

Number if individuals involved in initial screening:

One	152/43.9%	11/ 3.2%	20/ 5.8%	163/47.1%
Two	60/17.3%	87/25.1%	31/ 9.0%	168/48.6%
Three	56/16.2%	61/17.6%	53/15.3%	176/50.9%
Four	15/ 4.3%	26/ 7.5%	44/12.7%	261/75.4%
Five	16/ 4.6%	17/ 4.9%	32/ 9.2%	281/81.2%
Six or more	22/ 6.4%	7/ 2.0%	22/ 6.4%	295/85.3%

Techniques used to evaluate candidate:

Interview(s)	342/98.8%	1/ .3%	0	3/ .9%
Assessment Center evaluation	26/ 7.5%	24/6.9%	60/17.3%	236/68.2%
In-basket tasks	21/ 6.1%	23/6.6%	75/21.7%	227/65.6%
Written examinations	20/ 5.8%	14/4.0%	48/13.9%	264/76.3%
Other	28/ 8.1%	4/1.2%	3/ .9%	311/89.9%

Individual(s) involved in the interview of the candidate:

Consultant	8/ 2.3%	5/ 1.4%	50/14.5%	283/81.8%
Superintendent	339/98.0%	2/ .6%	1/ .3%	4/ 1.2%
Assistant Supt. (s)	47/13.6%	3/ .9%	3/ .9%	293/84.7%
Personnel Director	39/11.3%	7/ 2.0%	4/ 1.2%	296/85.5%
School Board member(s)	175/50.6%	75/21.7%	35/10.1%	61/17.6%
Principal(s)	186/54.6%	68/19.7%	8/ 2.3%	81/23.4%
Teacher(s)	115/33.2%	88/25.4%	52/15.0%	91/26.3%
Parent(s)	21/ 6.1%	34/ 9.8%	53/15.3%	238/68.8%
Other community member(s)	16/ 4.6%	20/ 5.8%	64/18.5%	246/71.1%
Student(s)	13/ 3.8%	23/ 6.6%	49/14.2%	261/75.4%
Other(s)	5/ 1.4%	1/ .3%	1/ .3%	339/98.0%

considered for the position?" A letter of application is used 99% of the time while less than one percent of the time is it used "seldom" or "never." The completed application form is used 63.6% when combining the categories of "always" and "usually." The resume is used to screen candidates, 97.4 % by school districts when combining the categories of "always" and "usually." Ninety-eight percent of all school districts require a prospective candidate to submit a set of credentials, (98.6% - "always"). Another area which received considerable emphasis was the checking of references for the candidate, 91.3%. In the category of Other, 4.9% of the respondents listed various responses, such as visit to the communities of the prospective candidate and three or four essay questions given to the candidate.

Based on the question, "How many people will be involved in the initial screening of the applications?", 43.9% of the respondents stated one as "always" used in the initial screening process. It should be noted that although a very high percentage of the respondents indicated that one individual would be used in the initial screening of candidates, 47.1% of the respondents stated that one individual would "never" be used in the initial screening process.

From the questions, "Which of the following techniques will be used to evaluate the candidate?",

98.8% of the superintendents responding stated that the interview was utilized. The various options listed in this category received less than 8% in any of the other favorable responses. The Other item in the question received 8.1% response and respondents listed such items as call previous employer(s)/references, visit home school/community, written essay on personal goals and professional goals, written essay on students and instructional needs, situational questions, and on job evaluations.

The question asking the superintendents to "Identify who would be involved with the prospective principal in the interview," identified the superintendent as being involved 98% of the time. Members of the school community received various percentages as to their involvement, but those individuals not directly related with the school organization, (parents etc.), did not receive favorable input for their participation in the selection process.

Table 14
Prepared List of Interview Questions

Interview questions	No.	%
Yes	197	56.9
No	149	43.1
Total:	346	100.0

Table 14 identifies that a little over half, 56.9%, of the respondents stipulated the use of a prepared list of questions to ask the candidate during the interview. If the respondents indicated "yes" to having a prepared list of question when interviewing a prospective candidate, the respondents were asked to include a copy of these questions when returning the survey. Of those indicating "yes" to having a prepared list of interview questions, only 16 respondents sent a list of questions. Another 6 respondents indicated that questions were developed when they were needed.

Table 15
Use of Assessment Center Results for the Selection
of a Secondary Principal

Assessment Center	No.	%
Yes	243	70.2
No	103	29.8
Total:	346	100.0

Table 15 demonstrates that the respondents would use the results of an assessment center in the evaluation of the candidate for the principal position. Seventy percent (70.2%) of the Superintendents indicated that if the results were made available, they would be used in the selection process.

Important Skills Necessary for a Prospective
Candidate to Possess

Table 16 illustrates the identification of those skills the respondents perceive as essential for the candidate to possess to be selected to the principal's position in their district. "Leadership skills" received the most responses while "human relation skills" was second. "Administrative experience" ranked third just ahead of "decision-making skills." The category of Other

Table 16

Frequency of Important Skills Necessary for a Prospective Candidate
to Possess as Reported by Superintendents

	Most important			Least important		Percentage (%) not responding
	(1)	(2)	(3)	(4)	(5)	
Administrative experience	32	15	13	8	17	75
Classroom teaching exp.	22	14	8	9	26	77
Doctorate degree	0	0	0	2	2	99
Curriculum skills	8	27	22	26	20	70
Decision-making skills	31	27	34	24	15	62
Leadership skills	100	65	32	25	10	33
Human relation skills	45	46	49	27	20	46
Community relation skills	1	6	8	14	14	88
Judgment	15	10	16	17	17	78
Organizational skills	5	15	27	30	21	72
Mission	2	8	1	3	4	95
Goal/task oriented	1	4	19	15	10	86
Problem solving skills	0	8	16	5	8	89
Change strategy skills	0	4	2	5	4	96
Time management	0	2	4	2	8	95
Management skills	6	13	11	13	9	85
Sensitivity	2	7	7	4	10	91
Stress tolerance	0	2	4	4	8	95
Oral communication	2	5	7	22	13	86
Written communication	0	1	3	4	14	94
Educational phil./values	22	7	9	17	14	80
Motivation	5	10	1	18	25	83
Other	0	0	3	0	6	97

received responses such as: staff development skills, teacher evaluation skills, sense of humor, and intelligence.

Analysis of Research Questions

Research Question One

Does the age of the superintendent reflect any tendency to perceive certain skills as essential?

The respondents were requested to prioritize and select their perception of the five most important skills necessary for a candidate to possess when selecting a secondary school principal. Table 17 identifies the number of respondents in each age group and the number of respondents in each category. In the prioritization of each skill, one was considered to be the most important and five the least important. In summarizing the data for all age groups of superintendents responding to the question, "leadership skills" received the greatest number of responses and "human relation skills" the next highest number of responses. The "decision-making skills" ranked third. It should be noted that not all the surveys were valid for this question. Of the 346 surveys returned, only 296 were completed correctly. Since eighty-six percent (86%) of the respondents answered the question correctly, a plausible explanation for the lack of consistency in the

Table 17

Frequency of Principal Skills (desired)
Grouped by Age of Respondents

	30-35					36-40					41-45				
	MI				LI	MI				LI	MI				LI
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Administrative experience		1				1		3	1		10	2	3	2	3
Classroom teaching experience	1					3		2	1	1	2	2		2	6
Doctorate degree															
Curriculum skills					1		5	1	2	2	1	8	7	3	2
Decision-making skills	1			1		1	5	4	4	2	10	7	7	6	5
Leadership skills		2		1		16	3	2	2	1	23	16	5	10	2
Human relation skills			2	1		5	10	5	1	1	12	7	15	7	6
Community relation skills								3	6	1		1	1		4
Judgment	1					1	2		3	4	1	1	6	4	4
Organizational skills		1		1		1	1	1	4	5	1	4	8	7	7
Mission							2	1		1	1	2			3
Goal and task oriented			1				1	1	5	1			2	4	3
Problem solving skills								2		2		4	4	2	2
Change strategy skills										1		2		2	2
Time management								1		1			1		2
Management skills					1	1	1	4		1	1	1	2	4	
Sensitivity			1				1				1		3	1	1
Stress tolerance												1		1	1
Oral communication					2	1		1	1	2		2	2	6	2
Written communication							1			2			1		3
Educational philosophy/values	1					2		1	2	2	5	2	1	3	4
Motivation										1	1	7		5	7
Other										1			1		
N=	4	4	4	4	4	32	32	32	32	32	69	69	69	69	69

Note: N = the number of respondents for each age group.

MI = Most Important

LI = Least Important

Table 17 continued

	46-50					51-55					56-over				
	MI			LI		MI			LI		MI			LI	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Administrative experience	2	1	2		6	7	7	1	2	3	11	5	4	3	5
Classroom teaching experience	3	3	2		6	5	3	4	2	5	8	6		4	8
Doctorate degree				1						2				1	
Curriculum skills	3	5	2	4	1	1	5	6	8	6	3	4	6	9	8
Decision-making skills	5	3	3	4	3	5	7	10	3	3	8	6	10	6	2
Leadership skills	17	9	8	3	1	20	14	11	4	2	24	21	6	5	4
Human relation skills	4	10	7	5	3	11	10	10	4	6	13	9	10	9	4
Community relation skills	1	2	1	2					5	3		4	3	1	5
Judgment	5			5	3	3	3	4	1	3	4	4	6	4	3
Organizational skills	1	2	5	4	3	1	3	5	8	4	1	3	8	6	3
Mission		2				1	2		2					1	
Goal and task oriented	1		7		1		3	3	6				4	1	5
Problem solving skills			4	1	1		2	1	1	2		2	4	1	2
Change strategy skills		1	1						3	1		1	1		
Time management		2						1		1			1	2	4
Management skills		2		4	3	3	5	2		3	1	4	3	5	1
Sensitivity		3	1	2		1	1	1		5		2	1	1	4
Stress tolerance				1	5			2	1	1		1	2	1	1
Oral communication		2	1	7		1		1	2	3		1	2	6	4
Written communication			1	1	3			1	1	3				2	3
Educational philosophy/values	4		1	2	1	7	2	2	6	3	2	3	4	5	4
Motivation	2	1	1	2	6	1		2	8	7	1			3	4
Other			1		2					1			1		2
N=	48	48	48	48	48	67	67	67	67	67	76	76	76	76	76

Note: N = the number of respondents for each age group.

MI = Most Important

LI = Least Important

question would be that the respondents failed to read the question carefully and follow the directions. By applying an additional statistic to the data, Chi-square, two areas that were significant at the .05 level when the "age" of the superintendent was crosstabulated with the skill areas "community relations skills," and "goal and task oriented skills."

Table 18

Statistically Significant ($p < .05$) Skills by Age of
Superintendent Responding

<u>Skill</u>	<u>Total N</u>	<u>Chi-Square</u>	<u>df</u>	<u>Significance</u>
Community Relations skills	N=43	28.84846	16	.0250
Goal and Task Oriented skills	N=49	34.27146	20	.0243

Research Question Two

Does the experience of the superintendent affect
the choice of skills perceived as essential?

Table 19 identifies the responses of the superintendents by the number of years of experience as a superintendent. The responses by years of experience were the same as research question one by age. "Leadership

Table 19

Frequency of Principal Skills (desired)
Grouped by Years Experience of Respondents

	0-3					4-8					9-12				
	MI				LI	MI				LI	MI				LI
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Administrative experience	1	1	2	1	3	6	1	3	2	4	4	1		2	4
Classroom teaching experience	3	1		2	1	4	3	3	3	7	4		1		4
Doctorate degree															1
Curriculum skills	1	5	4	5	2	2	6	4	3	4	1	7	5	4	3
Decision-making skills	3	5	4	5	1	13	5	6	5	5	2	4	5	2	3
Leadership skills	22	11	5	1	2	25	15	8	9	2	11	9	4	4	
Human relation skills	8	10	9	2	1	13	10	13	7	6	6	6	4	5	
Community relation skills		1	3	1	1	1	2	1	7	3			1	2	3
Judgment	1	3	4	3	6	3	2	4	5	2	2	1	1	3	4
Organizational skills	1	2	6	9	2	1	4	7	7	6		3	2	2	5
Mission	1	1	1		2		5		1	2		2			
Goal and task oriented			4	5			1	4	4	2	1	1	2	1	2
Problem solving skills		2	2	2	3		4	5		2			3	1	
Change strategy skills			1	1	2		2		2	2		1			
Time management		1			3			1		2		1	2		1
Management skills	1	1	1	2	2	1	4	3	3	2	2	1	2		
Sensitivity					3	1	1	3	1	1	1	1	4	2	
Stress tolerance		1	1	2				1	1	4			1		
Oral communication		1		5	5	1	2	3	4	2			1	4	1
Written communication			1		4		1	2	1	4					1
Educational philosophy/values	3			3	1	2	3	2	4	3	6	1	1	4	2
Motivation	4	3			4		2		4	7		1		4	5
Other			1		1					1			1		1
N=	49	49	49	49	49	73	73	73	73	73	40	40	40	40	40

Note: N = the number of respondents for each experience category

MI = Most Important

LI = Least Important

Table 19 continued

	13-16					17-20					21 or more				
	MI				LI	MI				LI	MI				LI
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Administrative experience	6	4	4		2	4	4	2	2	3	11	4	2	1	1
Classroom teaching experience	3	3	3	1	1	6	2	1	1	7	2	5	1	2	6
Doctorate degree				2											1
Curriculum skills		2	2	4	2	2	2	2	5	3	2	6	4	5	5
Decision-making skills	1	5	5	4	5	5	4	8	1		7	3	6	7	2
Leadership skills	12	10	7	3		13	10	2	2	2	17	10	6	6	4
Human relation skills	7	6	7	6	5	6	6	5	2	3	5	7	11	6	5
Community relation skills				1	2		1	2	2	2		2	1	1	3
Judgment	4	1		2	2	2	2	1	2	2	1	1	6	3	2
Organizational skills	1	2	4	3	3		1	3	4	2	2	3	5	5	3
Mission											1			2	
Goal and task oriented		1	2	2	1			6	2	1		1	1	1	4
Problem solving skills		1	1				1	1		2			4	2	1
Change strategy skills			1	1					1			1			
Time management					1			1		1				2	
Management skills	1	1	2	2	3		2	2	4	1	1	4	1	2	1
Sensitivity		1			1		2		1	1		2			4
Stress tolerance			1		1					2		1		1	1
Oral communication		1	1	2	2	1	1	1	7				1		3
Written communication				1					1	4				1	1
Educational philosophy/values	5			3	3	1	1	2	1	1	4	3	4	2	4
Motivation	1	3	1	4	6		1		2	1				4	2
Other					1			1		2					
N=	41	41	41	41	41	40	40	40	40	40	53	53	53	53	53

Note: N = the number of respondents for each experience category

MI = Most Important

LI = Least Important

skills" received the greatest number of responses, followed by "human relation skills," and third was "decision-making skills." This ranking was consistent in all categories except in the nine-twelve years group. In this category, "curriculum skills" received a higher number of responses than "decision-making skills."

Research Question Three

Does the educational level of the superintendent affect the choice of skills perceived as essential?

Table 20 identifies the respondents by degree and their perception of the essential skills needed for the candidate to possess to be considered for a principalship. There were three categories for which the respondent could be identified: Ph.D. or Ed.D., Specialist Certificate or the Master's degree. The respondents ranked the skills in the same order as the two previous research questions: "leadership skills," "human relation skills" and "decision-making skills."

Table 20

Frequency of Principal Skills (desired)
Grouped by Educational Level of Respondents

	Ph.D or Ed.D					Specialist					Masters			
	MI				LI	MI				LI	MI			
	1	2	3	4	5	1	2	3	4	5	1	2	3	4
Administrative experience	8	3	4		6	16	9	8	7	7	8	3	1	1
Classroom teaching experience	3	3			9	15	9	5	7	9	4	2	3	2
Doctorate degree				1	1					1				1
Curriculum skills	4	4	1	6	7	3	17	15	12	8	1	6	6	8
Decision-making skills	5	9	8	6	7	16	13	16	11	6	10	5	10	7
Leadership skills	25	16	6	5	2	49	34	20	11	7	25	17	6	9
Human relation skills	10	14	20	7	2	22	21	22	13	12	13	10	7	8
Community relation skills		1	1	5	2		1	6	6	11	1	4	1	3
Judgment	4	1	4	3	4	7	5	3	7	8	4	4	9	7
Organizational skills	3	4	2	7	5	1	8	16	19	10	1	3	9	4
Mission	1	4		1	1	1	2		1	1		2	1	1
Goal and task oriented		1	4	2	2		3	8	13	6	1		7	
Problem solving skills		2	10	1	1		3	5	2	5		2	1	2
Change strategy skills			2	2			4		2	4				1
Time management		1			1			4	2	4		1		
Management skills	2	1	2	3	2	4	9	6	8	4		3	3	2
Sensitivity		3	1		1	2	3	4	3	6		1	2	1
Stress tolerance			1	2	2		2	1	2	4			2	
Oral communication		2	3	11	5	1	1	3	7	5	1	2	1	4
Written communication			2	3	5		1	1	1	6				
Educational philosophy/values	8	1	1	7	2	9	1	5	7	11	3	5	3	4
Motivation	1	4	1	2	5	3	3		8	13	1	3		8
Other			1		2			1		1			1	
N=	74	74	74	74	74	149	149	149	149	149	73	73	73	73

Note: N = the number of respondents for each degree category

MI = Most Important

LI = Least Important

Research Question Four

What affect does the educational background of the superintendent have on the choice of skills that are deemed essential?

Research question four examines the last curricula assignment the responding superintendent had before taking his/her first administrative position with their perception of the essential skills necessary for a prospective principal candidate. There were thirteen possible choices on the survey form which the superintendent could choose. Refer to question seven on the survey in Appendix A for additional data. For purpose of evaluation, the thirteen categories were then grouped for collating the data. Group one is composed of the math and science curriculum areas. Group two is composed of the curriculum areas of Physical Education/Health and Social Studies. The rationale for this combination was based on the number of respondents in these two categories. The subject areas of Physical Education/Health and Social Studies received the highest number of responses. Group three was then the combination of the rest of the curriculum area with the exception of the Other category. Groups one, two and three thus have approximately an equal number of respondents in each category. Group four is composed of the Other portion of the question. This group is made up entirely of

Table 21

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

	Group 1					Group 2					Group 3				
	MI				LI	MI				LI	MI				LI
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Administrative experience	7	6	5	1	7	14	2	4	2	4	10	3	4	5	6
Classroom teaching experience	5	4	3	4	8	9	3	1	2	9	7	7	3	1	7
Doctorate degree				1	1									1	1
Curriculum skills	2	7	6	9	7	3	10	5	6	4	3	8	10	10	7
Decision-making skills	6	9	11	4	6	17	9	9	12	5	5	8	11	7	4
Leadership skills	30	17	8	7	5	27	27	12	11	2	34	22	7	7	5
Human relation skills	15	15	11	6	5	9	13	20	9	7	19	15	17	9	8
Community relation skills		1	1	4	3		2	3	5	8	1	3	4	3	2
Judgment	4	2	5	2	6	4	2	7	9	5	6	6	4	6	5
Organizational skills	1	4	12	10	1	1	5	5	11	6	2	5	9	7	12
Mission		2			1	1	2	1		1	1	3		3	2
Goal and task oriented			6	4		1	1	6	3	7		2	6	7	2
Problem solving skills		1	4	2	2		3	6	2	3		3	6	1	2
Change strategy skills		3		2			1	1	1	3			1	2	1
Time management		1		1	2			4	1	4		1			2
Management skills	1	4	3	5	3	2	5	4	3	2	3	4	4	5	2
Sensitivity			1	2	4	2	3	2	2	4		3	3		1
Stress tolerance		1		1	2			2	2	1		1	1	1	4
Oral communication	1		3	7	2		2	1	4	4	1		3	11	5
Written communication		2	1	2	5				2	1		1	1		7
Educational philosophy/values	9	4	2	1	5	6	4	3	5	3	4	1	3	8	6
Motivation	2			8	7	1	3	1	5	12	2	2		4	4
Other			1		1					2			1		3
N=	83	83	83	83	83	97	97	97	97	97	98	98	98	98	98

Note: N = the number of respondents for each category

MI = Most Important

LI = Least Important

superintendents who had their last teaching assignment in elementary education.

A summary of Table 21 indicates that the skills of "leadership" and "human relations" were consistently rated one-two respectively through out the table. The decision-making skill is ranked third overall but in Group three, curriculum skills is ranked ahead of decision-making skills and in Group one the curriculum skills was just a few points behind the decision-making skills.

Research Question Five

Do school districts in Iowa have any type of policy
established for the selection of secondary
school principals?

Table 22

Frequency of Districts having a Board Policy
for Recruitment

Board Policy	No.	%
Yes	49	14.2
No	297	85.8
Total:	346	100.0

As demonstrated in Table 22, 85.8 percent of the school districts in the state of Iowa do not have a board policy for the recruitment of principal. The survey instrument requested a copy of the respondent's board policy if he/she answered "yes" to the question. Only 14.2 percent of the districts acknowledged an affirmative response for having a board policy for the recruitment of secondary school principals. The copies of the policy received from districts having a board policy consisted of either a job description or certification requirements. None of the districts responding submitted a procedural plan for the recruitment and selection of a

principal as recommended by the research.

Research Question Six

How are candidates recruited in the state of Iowa?

Table 23

Percentage of Methods Used by Respondents for
the Recruitment of Candidates

<u>Recruitment of candidates</u>	<u>A</u> <u>(1)</u>	<u>U</u> <u>(2)</u>	<u>S</u> <u>(3)</u>	<u>N</u> <u>(4)</u>
College/Univ. placement in State	51.2%	26.9%	9.0%	13.0%
Coll/Univ. placement out of St.	21.7%	20.2%	25.4%	32.7%
Newspapers	92.5%	3.8%	2.3%	1.4%
In-district listing	49.1%	9.2%	11.8%	29.8%
National media (any)	1.2%	1.4%	15.0%	82.7%
Internship programs	1.7%	3.2%	17.9%	77.2%
Other	1.7%	0.9%	0.9%	96.5%

Table 23 for recruitment of candidates, identifies the newspapers (92.5%) as the primary avenue for soliciting the recruitment of prospective candidates to the principal position. In-district listings was used about half of the time (49.1%) in the recruitment of candidates. The national media and internship programs were generally not used in soliciting candidates, 1.2% and 1.7% respectively.

When the statistical function of analysis of variance was applied to the categories in Table 23 by the degree of the superintendent, it is found that a number of the items from Table 23 were significant at the .01 level. By referring to question six on the survey, "Please

indicate your highest degree," and the application of analysis of variance, the following items were significant: in college or university placement services in state, college or university placement services out of state, in-district listing and national media (any). The college or university placement services in state were significant for Usually in all degree areas. The college or university placement services out of state were significant for Seldom in the areas of the Master's and Specialists Certificate, in the Ph.D or Ed.D area it was significant for Usually. For the in-district area, the significance was Usually for the Ph.D or Ed.D. and Master's, with Seldom for the Specialists. For national media (any), all areas were significant for Never.

Table 24

Statistically Significant ($p=.01$) Methods of Recruitment
by the Highest Degree of the Respondent

Variable K by Variable G		In State Placement Service Highest Degree of the Respondent			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	11.9176	5.9588	5.5688	.0042
Within Groups	343	367.0188	1.0700		
Total	345	378.9364			

Table 24
continued

Variable L by Variable G		Out of State Placement Service Highest Degree of the Respondent			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	23.8661	11.9330	9.6071	.0001
Within Groups	343	426.0443	1.2421		
Total	345	449.9104			

Variable N by Variable G		In-District listing Highest Degree of the Respondent			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	43.4403	21.7201	13.2463	.0000
Within Groups	343	562.4239	1.6397		
Total	345	605.8642			

Variable O by Variable G		National Media (any) Highest Degree of the Respondent			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	4.3588	2.1794	8.8299	.0002
Within Groups	343	84.6586	0.2468		
Total	345	89.0173			

Research Question Seven

What factors are used in the screening of candidates in the state of Iowa?

Table 25

Percentage of Factors for Screening Used by
Respondents for the Recruitment of Candidates

<u>Factors for screening</u>	<u>A</u> (1)	<u>U</u> (2)	<u>S</u> (3)	<u>N</u> (4)
Letter of application:	97.4%	1.7%	0.6%	0.3%
Completed application form	53.5%	10.1%	11.6%	24.9%
Resume	94.2%	3.2%	0.6%	2.0%
Credentials	98.6%	0.3%	0.0	1.2%
Transcripts	60.1%	16.8%	12.1%	11.0%
References	91.3%	3.5%	0.9%	4.3%
Other	4.9%	0.3%	0.0	94.8%

Factors used for screening a prospective candidate are demonstrated in Table 25. A letter of application is used 99% of the time. The completed application form is used 63.6% when combining the categories of Always and Usually. The resume is used to screen candidates Always or Usually in 97.4 % by school districts. Almost all school districts require a prospective candidate to submit a set of credentials (98.6% - Always). Another area which received considerable emphasis was the checking of references of the candidate - 91.3%. In the category of Other, only 4.9% of the respondents listed various responses, such as visit to the communities of the

prospective candidate and three or four essay questions will be given to the candidate.

If the statistical function of analysis of variance is applied to the categories in Table 25 by the degree of the superintendent, it is found that an item from Table 25 is significant at the .01 level. The item that is significant for this table is completed application form. For the Ph.D or Ed.D and Specialists, the significance was for Usually. The Master's degree had a significance for Seldom.

Table 26

Statistically Significant ($p=.01$) Factors for
Screening by the Highest Degree of Respondent

Variable S by Variable G		Completed Application Form Highest Degree of the Respondent			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	33.2890	16.6445	10.6991	.0000
Within Groups	343	533.6040	1.5557		
Total	345	566.8931			

Research Question Eight

What techniques are used to evaluate the qualifications
of each candidate?

Table 27

Percentage of Evaluation Techniques Used by
Respondents for the Selection of Candidates

<u>Evaluation Techniques</u>	<u>A</u> <u>(1)</u>	<u>U</u> <u>(2)</u>	<u>S</u> <u>(3)</u>	<u>N</u> <u>(4)</u>
Interview(s)	98.8%	0.3%	0.0	0.9%
Assessment Center evaluation	7.5%	6.9%	17.3%	68.2%
In-basket tasks	6.1%	6.6%	21.7%	65.6%
Written examinations	5.8%	4.0%	13.9%	76.3%
Other	8.1%	1.2%	0.9%	89.9%

Table 27 illustrates that for the techniques used to evaluate the candidate, 98.8% of the superintendents responding stated that the interview was utilized. Of the various choices available for the respondents in this category, none of the areas listed received more than 8% of a positive response in any of the categories. The Other item in the question received 8.1% response; respondents listed several items: call previous employer(s)/references, home school/community visit, written essay on personal goals and professional goals, written essay on students' and instructional needs, situational questions, and on-the-job evaluations.

Research Question Nine

Which individual(s) is/are involved in the evaluation
of each candidate, and does the school size
influence this number?

Table 28

Percentage of Individuals Used by Respondents in
the Selection of Candidates

Candidate Evaluation	A (1)	U (2)	S (3)	N (4)
Consultant	2.3%	1.4%	14.5%	81.8%
Superintendent	98.0%	0.6%	0.3%	1.2%
Assistant Supt. (s)	13.6%	0.9%	0.9%	84.7%
Personnel Director	11.3%	2.0%	1.2%	85.5%
School Board member(s)	50.6%	21.7%	10.1%	17.6%
Principal(s)	54.6%	19.7%	2.3%	23.4%
Teacher(s)	33.2%	25.4%	15.0%	26.3%
Parent(s)	6.1%	9.8%	15.3%	68.8%
Other community member(s)	4.6%	5.8%	18.5%	71.1%
Student(s)	3.8%	6.6%	14.2%	75.4%
Other(s)	1.4%	0.3%	0.3%	98.0%

Table 28 illustrates the response to research question number nine asking the superintendents to identify those individuals who would be involved with the prospective principal in the interview. The respondents identified the superintendent as being involved 98% of the time. Members of the school community received various percentages as to their involvement, but those individuals not directly related with the school organization, parents

for example, did not receive favorable input for their participation in the selection process.

If the statistical function of analysis of variance is applied to the categories in Table 28 by the degree of the superintendent, it is found that a number of the items from Table 28 are significant at the .01 level. The following items have been found significant at the .01 level: assistant superintendent(s), personnel director, principal(s), and parent(s). The Ph.D. or Ed.D group was significant for Seldom for the use of assistant superintendent(s) and personnel director in the interview of candidate. The groups of Specialists and Master's were significant for Never. For the use of the principal in the interview of the candidate, the significance was for Usually. For the use of parent(s) in the interview of the candidate, the significance was for Never in all degree areas.

Table 29

Statistically Significant ($p=.01$) Individuals for
Screening by the Highest Degree of Respondent

Variable AL by Variable G		Assistant Superintendent(s) Highest Degree of the Respondent			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	57.4722	28.7361	31.2410	.0000
Within Groups	343	315.4989	0.9198		
Total	345	372.8711			

Variable AM by Variable G		Personnel Director Highest Degree of the Respondent			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	25.7835	12.8918	14.5197	.0000
Within Groups	343	304.5431	0.8879		
Total	345	330.3266			

Variable AO by Variable G		Principal(s) Highest Degree of the Respondent			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	22.4859	11.2430	7.7519	.0005
Within Groups	343	497.4707	1.4504		
Total	345	519.9566			

Table 29
continued

Variable AQ by Variable G		Parents Highest Degree of the Respondent			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	10.6216	5.3108	6.7585	.0013
Within Groups	343	269.5287	0.7858		
Total	345	280.1503			

Table 30 illustrates the raw data of the respondents by the size of their school districts. Each superintendent was asked to identify those individuals who would be involved in the interview with the prospective principal. There were four choices from which respondent could select: Always, Usually, Seldom and Never. The data illustrates that rarely is a consultant used in the interview process. The superintendent is involved in the interview process almost all the time with very few exceptions. Other individuals receiving a favorable response that might be involved in the interview are board members, teachers, and principals. Parents, other community members, students, and Other(s) did not receive many favorable responses for their involvement in the interview of a prospective principal.

Further analysis of the data reveals that a .01 level of significance exists when the school district

Table 30

Frequency of Individuals Involved in Principal Selection
Grouped by District Enrollment of Responding Superintendent

	Enrollment: up to 499				500 to 749				750 to 999				1000 to 1499			
	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)
Consultant	4		16	115	1	1	12	70	1		3	33		2	8	27
Superintendent	132			3	84				37				37			
Assistant Supt.(s)	4			131	2		1	81	2		1	34	8	3		26
Personnel Director	6	4		125	3			81	2		1	34	4	1	2	30
School Board member(s)	71	38	12	14	47	17	8	12	21	5	2	9	21	7	7	2
Principal(s)	56	21	3	55	44	25	1	14	28	7		2	25	7		5
Teacher(s)	35	30	22	48	27	27	12	18	14	12	3	8	17	7	5	8
Parent(s)	8	8	19	100	2	12	12	58		2	9	26	3	5	7	22
Other Community member(s)	5	5	22	103	3	9	13	59	2		9	26	3	1	10	23
Student(s)	4	6	15	110	2	6	14	62		2	6	29	1	6	6	24
Other(s)				135	4		1	79				37	1			36

	Enrollment: 1500 to 1999				2000 to 2499				2500 to 3499				3500 or more			
	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)
Consultant	1		3	16			1	4		1	3	6	1	1	4	12
Superintendent	19	1			5				10				15	1	1	1
Assistant Supt.(s)	5		1	14	1			4	9			1	16			2
Personnel Director	2	1	1	16	1	1		3	5			5	16			2
School Board member(s)	9	3	2	6	3	1		1	1	2	3	4	2	2	1	13
Principal(s)	13	5		2	5				5	1	3	1	13	2	1	2
Teacher(s)	10	3	4	3	1	3		1	4	3	1	2	7	3	5	3
Parent(s)	1	5	2	12		1	2	2	2	1		7	5		2	11
Other Community member(s)		4	2	14		1	1	3	1		4	5	2		3	13
Student(s)	2	2	1	15			1	4	1	1	2	6	3		4	11
Other(s)		1		19				5				10				18

A = always U = usually S = seldom N = never

enrollment, and the superintendent's involvement in the interview of the candidate are compared when using the statistic technique of chi-square. Also, significant at the .01 level, using the same statistic technique, is the parent involvement in the interview process. This indicates that the parent of students are almost never used in the interview process for a principal.

Table 31

Statistically Significant ($p < .01$) Enrollment of District
by Individuals Involved in the Interviewing of
the Candidate

<u>Individual</u>	<u>Total N</u>	<u>Chi-Square</u>	<u>df</u>	<u>Significance</u>
Superintendent	N=346	41.54041	21	.0048
Parent(s)	N=346	42.49788	21	.0036

By applying a oneway analysis of variance to the categories on Table 30, four areas are significant at the .01 level: college or university placement services out of state, newspapers, in-district listing, and national media (any). For college or university placement services out of state, all categories were significant for Seldom except the groups 2500 to 3499 and 3500 or more. These last

two groups were significant for Usually. For in-district listing, the up to 499 and 500 to 749 were significant for Seldom. The rest of the categories were significant for Usually except 2000 to 2499 for Never and 2500 to 3499 for Never. All categories for national media (any) were significant for Never except the 3500 or more group, and they were significant for Seldom.

Table 32

Statistically Significant ($p=.01$) Method of Recruitment
by School District Enrollment of Respondent

Variable L by Variable D		Out of State Placement Services School District Enrollment			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	7	41.4034	5.9148	4.8939	.0000
Within Groups	338	408.5070	1.2086		
Total	345	449.9104			

Variable M by Variable D		Newspapers School District Enrollment			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	7	7.8183	1.1169	4.9292	.0000
Within Groups	338	76.5863	0.2266		
Total	345	84.4046			

Table 32
continued

Variable N by Variable D		In-district Listing School District Enrollment			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	7	94.3102	13.4729	8.9020	.0000
Within Groups	338	511.5540	1.5135		
Total	345	605.8642			

Variable O by Variable D		National Media (any) School District Enrollment			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	7	16.3798	2.3400	10.8884	.0000
Within Groups	338	72.6376	0.2149		
Total	345	89.0173			

By applying the statistical measurement of analysis of variance to the data, there is a statistical significance of .01 for the consultant never being used in the interview of a principal candidate. There is an additional significance at the .01 level for the superintendent being always involved in the interview of the principal candidate. Groups 1, 2, and 4 always use the superintendent in the interview of the candidate and Group three usually uses the superintendent in the interview process.

Table 33

Statistically Significant ($p=.01$) Individuals for
Screening Candidates by the Last Teaching Assignment
of the Respondent

Variable AJ by Variable H		Consultant(s) Last Teaching Assignment			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	7.9413	2.6471	7.9647	.0000
Within Groups	342	113.6656	0.3324		
Total	345	121.6069			

Table 33
continued

Variable AK by Variable H		Superintendent Last Teaching Assignment			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	1.5550	0.5183	4.4648	.0043
Within Groups	342	39.7051	0.1161		
Total	345	41.2601			

Research Question Ten

Does the size of the school reflect any tendency
in any of the categories of hiring practice?

Tables 34, 36 and 38 summarize the number of responses for each category on the survey by school enrollment. The enrollment size of each district was identified by the respondent and placed in one of eight divisions. The rationale for using eight enrollment divisions for this procedure is based on the state of Iowa classification.

Table 34 identifies the methods used in the recruitment of candidates and the factors used for screening a prospective candidate. In the recruitment of candidates, small school superintendents generally used the in state placement services of colleges and universities to place a notice of a vacancy in their district. The out of state placement services of colleges and universities were used but not to the extent as the in state services. The larger school districts proportionately used the out-of-state university services more than the smaller schools. The newspaper was identified as a major means of advertising for a principal candidate in all the categories. In-district listings were more divided in the smaller districts than the larger. The larger districts

Table 34

Frequency of Selection Procedures
Grouped by District Enrollment of Responding Superintendent

	Enrollment: up to 499				500 to 749				750 to 999				1000 to 1499			
	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)
Recruitment of candidates																
Coll/Univ. placement in State	57	41	9	28	43	22	11	8	19	10	2	6	22	8	6	1
Coll/Univ. placement out of St	25	24	32	54	15	18	30	21	4	8	8	17	8	9	11	9
Newspapers	123	9		3	80	2	1	1	35	2			37			
In-district listing	41	14	20	60	39	9	9	27	22	2	6	7	25	3	5	4
National media (any)	1	1	12	121		2	7	75			2	35			13	24
Internship programs	1	4	16	114	2	1	14	67	2	1	5	29		1	12	24
Other	1			134	1	1	1	81				37	1	1		35
	Enrollment: 1500 to 1999				2000 to 2499				2500 to 3499				3500 or more			
	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)
Coll/Univ. placement in State	11	5	2	2	2	3			8	2			15	2	1	
Coll/Univ. placement out of St	7		4	9	1	1	1	2	4	5	1		11	5	1	1
Newspapers	20				5				7		3		13		4	1
In-district listing	16	2		2	2		1	2	9	1			16	1		1
National media (any)			5	15			1	4			4	6	3	1	8	6
Internship programs			5	15				5			4	16	1	4	6	7
Other	1			19			1	4				10	2	1	1	14

A = always U = usually S = seldom N = never

Table 34 Continued

Enrollment:	up to 499				500 to 749				750 to 999				1000 to 1499			
	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)

Factors used for screening a prospective candidate

Letter of application	132	1	1	1	83	1			34	2	1		36	1		
Completed application form	57	15	16	47	46	4	13	21	18	4	4	11	21	8	5	3
Resume	127	5		3	81		1	2	33	1	1	2	36	1		
Credentials	132			3	84				36			1	37			
Transcripts	77	26	16	16	52	12	8	12	21	8	4	4	20	8	6	3
References	120	6	2	7	79	2		3	35	1		1	34			3
Other	5			130	2	1		81	3			34	2			35

Enrollment:	1500 to 1999				2000 to 2499				2500 to 3499				3500 or more			
	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)

Letter of application	19	1			5				10				18			
Completed application form	12	2	2	4	5				9	1			17	1		
Resume	17	3			5				10				17	1		
Credentials	19	1			5				10				18			
Transcripts	11	2	5	2	3	1		1	7	1	2		17		1	
References	17	2	1		3	1		1	10				18			
Other	1			19				5	1			9	3			15

A = always U = usually S = seldom N = never

Table 34 Continued

Enrollment:	up to 499				500 to 749				750 to 999				1000 to 1499			
	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Number of people involved in the initial screening of the applications																
One	62	5	10	58	40	2	3	39	17	2	3	15	16		2	19
Two	19	43	14	59	16	21	4	43	7	8	2	20	6	9	4	18
Three	19	24	20	72	15	15	16	38	7	6	2	22	10	5	6	16
Four	4	2	19	110	2	9	8	65	3	3	4	27	1	7	3	26
Five	7	3	13	112	5	3	6	70	1		4	32		4	2	31
Six or more	8	2	6	119	3	1	5	75	6	1	3	27	4	2	2	29

Enrollment:	1500 to 1999				2000 to 2499				2500 to 3499				3500 or more			
	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
One	8	2	2	8	3			2	4			6	2			16
Two	3	3	4	10	1		2	2	7	1		2	1	2	1	14
Three	1	6	4	9		1	1	3	2	1	2	5	2	3	2	11
Four	3	1	3	13			2	3		2	3	5	2	2	2	12
Five		1	2	17		1	1	3	1		3	6	2	5	1	10
Six or more			2	18			1	4	1			9		1	3	14

A = always U = usually S = seldom N = never

Table 34 Continued

Enrollment:	up to 499				500 to 749				750 to 999				1000 to 1499			
	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Techniques used to evaluate the candidate(s):																
Interview(s)	134			1	82	1		1	37				37			
Assessment Center evaluation	10	7	19	99	5	4	13	62	3	2	6	26	3	5	14	15
In-basket tasks	6	10	17	102	5	7	17	55	2	1	7	27	2	3	15	17
Written examinations	7	3	14	111	4	4	12	64	4	1	5	27	1	3	10	23
Other	10	1	1	123	5	1	1	77	3		1	33	3	1		33
	1500 to 1999				2000 to 2499				2500 to 3499				3500 or more			
	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Interview(s)	20				5				10				17			1
Assessment Center evaluation	2	3	3	12		1		4		2	2	6	3		3	12
In-basket tasks	1		9	10			1	4	1	1	4	4	4	1	5	8
Written examinations		1	3	16			1	4		1	2	7	4	1	1	12
Other	1			19	1			4	1	1		8	4			14
A = always U = usually S = seldom N = never																

were almost unanimous in their responses. National media (any) and internship programs were rarely used by the smaller districts. The larger districts used these methods but not extensively. The Other category identified all respondents as never using any other means of recruitment than what was on the survey. The respondents who marked Other listed professional contacts and professional newsletters as their source for the contact of prospective principals.

The factors used for screening a prospective candidate indicate that in each of the enrollment categories the letter of application, resume, credentials, and references received proportionately the same high number of responses. The completed application form and transcripts received mixed responses for the smaller school district but as the district size increased, they were almost Always used. There were very few responses in the Other category, and these respondents identified methods such as a visit to the candidate's current community and three or four essay questions.

By applying an analysis of variance to the categories on Table 34, a .01 degree of significance was found for these groups. The up to 499 and 750 to 999 group are significant for Seldom in using a letter of application for their candidates. The three largest groups - 2000 to 2499, 2500 to 3499, and 3500 or more - are significant for

Always using a letter of application for their candidates.
 The rest of the population groups were significant for
Usually using a letter of application.

Table 35

Statistically Significant ($p=.01$) Method for Screening
 a Candidate by the School District Enrollment
 of Respondent

Variable S by Variable D		Completed Application Form School District Enrollment			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	7	53.4527	7.6361	5.0269	.0000
Within Groups	338	513.4403	1.5191		
Total	345	566.8931			

Table 36 summarized the number of people involved in the initial screening of the applicants and the techniques used to evaluate the candidate. In all the districts, large or small, the data indicate that generally one to three individuals are involved with the initial screening of the candidates. When five or more individuals are used in the screening process, its the smaller districts that tend to use this number more than the larger districts. The districts with 1500 or more students rarely, if ever, use five or more people in the initial screening procedure.

Table 36

Frequency of Category Responses for Individuals
Involved in the Interview as Reported by the Superintendents

	Enrollment: up to 499				500 to 749				750 to 999				1000 to 1499			
	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)
Consultant	4		16	115	1	1	12	70	1		3	33		2	8	27
Superintendent	132			3	84				37				37			
Assistant Supt.(s)	4			131	2		1	81	2		1	34	8	3		26
Personnel Director	6	4		125	3			81	2		1	34	4	1	2	30
School Board Member(s)	71	38	12	14	47	17	8	12	21	5	2	9	21	7	7	2
Principal(s)	56	21	3	55	44	25	1	14	28	7		2	25	7		5
Teacher(s)	35	30	22	48	27	27	12	18	14	12	3	8	17	7	5	8
Parent(s)	8	8	19	100	2	12	12	58		2	9	26	3	5	7	22
Other community member(s)	5	5	22	103	3	9	13	59	2		9	26	3	1	10	23
Student(s)	4	6	15	110	2	6	14	62		2	6	29	1	6	6	24
Other(s)				135	4		1	79				37	1			36

	Enrollment: 1500 to 1999				2000 to 2499				2500 to 3499				3500 or more			
	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)	A (1)	U (2)	S (3)	N (4)
Consultant	1		3	16			1	4		1	3	6	1	1	4	12
Superintendent	19	1			5				10				15	1	1	1
Assistant Supt.(s)	5		1	14	1			4	9			1	16			2
Personnel Director	2	1	1	16	1	1		3	5			5	16			2
School Board Member(s)	9	3	2	6	3	1		1	1	2	3	4	2	2	1	13
Principal(s)	13	5		2	5				5	1	3	1	13	2	1	2
Teacher(s)	10	3	4	3	1	3		1	4	3	1	2	7	3	5	3
Parent(s)	1	5	2	12		1	2	2	2	1		7	5		2	11
Other community member(s)		4	2	14		1	1	3	1		4	5	2		3	13
Student(s)	2	2	1	15			1	4	1	1	2	6	3		4	11
Other(s)		1		19				5				10				18

A = always U = usually S = seldom N = never

Table 36 continued

Will the individual(s) involved in the interview have a prepared list of questions?

Enrollment:	up to 499	500 to 749	750 to 999	1000 to 1499
YES	79	53	10	23
NO	56	31	27	14

Enrollment:	1500 to 1999	2000 to 2499	2500 to 3499	3500 or more
YES	10	3	7	12
NO	10	2	3	6

If Assessment center results were made available to you, would you use these results in the selection of a secondary school principal?

Enrollment:	up to 499	500 to 749	750 to 999	1000 to 1499
YES	91	57	25	27
NO	44	27	12	10

Enrollment:	1500 to 1999	2000 to 2499	2500 to 3499	3500 or more
YES	15	3	8	17
NO	5	2	2	1

From Table 34, the techniques used to evaluate the candidates indicate that the interview is predominately used by all districts. All the enrollment categories use the assessment center evaluation, in-basket tasks, and written examination but not very extensively. Proportionately, the largest districts in the state uses this method more than any other district size. The Other category identifies various methods: video tape evaluation of a teaching activity, visit to the school or city where the candidate is currently working, and observation in an informal setting.

Table 36 summarizes the data for the two questions concerning individuals involved in the interview of the candidate. Will the individual(s) involved in the interview have a prepared list of questions, and if assessment center results were made available, would you use these results in the selection of a secondary school principal? In summarizing the data, the consultant is rarely used in the interview of the candidate. The data indicates that the superintendent, school board member(s), principal(s), and teacher(s) are involved in the interview process. The data further indicates the parent(s), other community member(s) and student(s) are seldom used in any of the enrollment categories. The assistant superintendent and personnel director are seldom used in the smaller districts because they do not staff these positions; thus

when available, these positions are utilized in the interview process. The Other category identified the athletic director and the classified staff as being involved in the interview process.

There are mixed reactions to the question involving the use of a prepared list of questions for the interview. Most categories indicate that they use a prepared list of questions but the 750 to 999 category overwhelmingly does not use a prepared set of questions. Two other categories, 1500 to 1999 and 2000 to 2499, are almost evenly split on their response to the question.

All the superintendents in each of the enrollment categories responded favorably for using assessment center results if they were made available.

By applying a oneway analysis of variance to the categories on Table 36, the following items were found to be significant at the .01 level: assistant superintendent(s), school board member(s), personnel director, principal(s), will the individual(s) involved in the interview have a prepared list of questions. All groups are significant for Never, in having an assistant superintendent involved in the interview, except the 2500 to 3499 and the 3500 or more categories and they were significant for Usually. The significance for using a school board member in the interview had the first four categories for Usually. The next two categories were

significant for Seldom and the last two categories were for Never. The use of the principal in the interview had a significance for Usually, except the categories of up to 499 and 2500 to 3499. These two categories were significant for Seldom. The internship was significant for all categories for Never. For having a prepared list of question for an interview, the first two categories were significant for Always; the rest were significant for Usually.

Table 37

Statistically Significant ($p=.01$) Individuals for
Screening Candidates by the School Districts Enrollment
of Respondent

Variable AL by Variable D		Assistant Superintendent(s) School District Enrollment				
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.	
Between Groups	7	177.7697	25.3957	43.9738	.0000	
Within Groups	338	195.2014	0.5775			
Total	345	372.9711				

Table 37
continued

Variable AM by Variable D		Personnel Director School District Enrollment			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	7	121.0915	17.2988	27.9446	.0000
Within Groups	338	209.2351	0.6190		
Total	345	330.3266			

Variable AN by Variable D		School Board Member(s) School District Enrollment			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	7	57.7626	8.2518	7.0557	.0000
Within Groups	338	395.3010	1.1695		
Total	345	453.0636			

Variable AO by Variable D		Principal(s) School District Enrollment			
Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	7	59.9561	8.5652	6.2935	.0000
Within Groups	338	460.0006	1.3609		
Total	345	519.9566			

Table 38 summarizes the data of the important skills necessary for a candidate to possess by the enrollment size of the district of the respondent. Leadership skills and

Table 38

**Frequency of Necessary Skills for a Candidate by Enrollment
Size of the Responding Superintendent**

	up to 499					500 to 749					750 to 999					1000 to 1499				
	MI				LI	MI				LI	MI				LI	MI				LI
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Administrative experience	4	4	2	5	3	12	2	3	1	3	4	4	2	1		7	2	1		1
Classroom teaching experience	14	4	4	6	7	4	2	2	1	12	2	4	2	1	2	1	2		1	4
Doctorate degree				1						1					1					
Curriculum skills	4	11	13	11	10	1	8	4	5	2	1	2	4	1			3	1	4	3
Decision-making skills	14	13	12	10	5	9	6	5	7	2	4		5	2	2	2	2	3	3	2
Leadership skills	42	28	14	7	2	23	16	8	7	2	10	5	2	6	3	9	7	3	3	1
Human relation skills	13	16	19	9	8	11	9	11	4	6	3	4	4	4	5	9	6	5	3	1
Community relation skills	1	5	5	7	6		1	1	2	2			1	1	1				2	3
Judgment	6	4	3	6	9	4	2	8	5	3	3	2	1	2	2		1	2	2	2
Organizational skills	2	4	11	16	9		6	9	7	6	1	1	3		3	1	1	3	4	1
Mission		2			2		1		1	1		1	1	1		1	1		1	
Goal and task oriented		1	7	1	1	1		6	7	4		1	1		1		2	4	4	3
Problem solving skills		3	4	2	5		2	3					1	2			1	3		1
Change strategy skills			1	1	1				1	1		2					1	1	1	1
Time management		1	3		5			1		1				1			1		1	1
Management skills	1	9	6	6	4	1	2	1	5		1	3	1	2	3		1			1
Sensitivity	2	1	2	2	3		5	2		5			1		1		1	1		1
Stress tolerance		1	2	3	3			1		3			1					1		
Oral communication		1	3	8	4		2	1	6	2		2			2	2		1	1	2
Written communication			1	1	7				2	3			1				1	1	1	4
Educational philosophy/values	8	3	2	4	7	3	3	3	3	4	3	1	1	5	1	1		2	2	1
Motivation	3	3		8	10	1	3		6	7				3	4	1	1	1	1	1
Other					3			1							1			1		
N=	114	114	114	114	114	70	70	70	70	70	32	32	32	32	32	34	34	34	34	34

Note: N = the number of respondents for each category

MI = Most Important

LI = Least Important

Table 38 continued

	1500 to 1999					2000 to 2499					2500 to 3499					3500 or more				
	MI				LI	MI				LI	MI				LI	MI				LI
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Administrative experience	1	1	2		6	1	1				2		2	1		1	1	1		3
Classroom teaching experience					1		1		1			1								
Doctorate degree														1						
Curriculum skills	1	1		2	1	1	1							1	2		1		2	2
Decision-making skills	2	2	3	1	2		1	1					2	1			4	3		1
Leadership skills	4	4	1		2	2		1	1		2	4				8	1	3	2	
Human relation skills	5	4	4	3		1		2			2		2	1		1	7	2	2	
Community relation skills			1	2											2					
Judgment	1			2	1						1	1	1					1		
Organizational skills	1		1	1			1			2		1		1			1		1	
Mission		2			1											1	1			
Goal and task oriented				3														1		1
Problem solving skills			2															4	1	1
Change strategy skills		1																	2	1
Time management					1															
Management skills			1										1			2				1
Sensitivity				1				1				1						1	1	
Stress tolerance		1												1	1					1
Oral communication			2	1					2										4	3
Written communication										1									1	2
Educational philosophy/values	2				1				1	1	1			1	1	3			1	1
Motivation		1		1	1					1					1	1	1			
Other															1			1		
N=	17	17	17	17	17	5	5	5	5	5	8	8	8	8	8	17	17	17	17	17

Note: N = the number of respondents for each category
 MI = Most Important LI = Least Important

human relation skills received more responses than any of the other skills. Leadership skills ranked first in all enrollment categories except in the 1000 to 1499 and 1500 to 1999 categories and human relation skills ranked first. Decision-making skills ranked third in all categories with curriculum skills fourth.

By applying Chi-square to the categories on Table 38, the following items have a significance of .05: administrative experience and oral communication.

Table 39
Statistically Significant ($p < .05$) Skills by School
District Enrollment of Respondent

<u>Skill</u>	<u>Total N</u>	<u>Chi-Square</u>	<u>df</u>	<u>Significance</u>
Administrative Experience	N=85	41.59059	28	.0474
Oral Communication	N=49	39.50884	24	.0241

Research Question Eleven

Does the urban or rural schools reflect any tendency in any of the categories of hiring practice?

Table 40 summarizes the data in relationship to the superintendents response of classifying the district as either urban or rural. Upon inspection of the data, a summation of the categories from research question ten for school districts of 2000 or less would be classified as rural, and 2000 or more would be classified as urban. This tendency seems to be consistent for the categories of recruitment of candidates, factors used for screening a prospective candidate, number of people involved in the initial screening of the applications, techniques used to evaluate the candidates, and individuals involved in the interview of the candidate. Also, the two Yes-No questions have similar results as previously identified: (1) Will the individual(s) involved in the interview have a prepared list of questions? (2) If assessment center results were made available to you, would you use these results in the selection of a secondary school principal?

When comparing the urban-rural relationship to the skills (Table 41) the superintendents perceive as essential to the principalship, leadership is still ranked first and human relation skills second. By a small margin, the urban

superintendents rank administrative experience third. The tendency for all other skill categories was to have decision-making skills as the third choice.

Table 40

Frequency of Responses for
Urban vs. Rural

	Urban				Rural			
	A	U	S	N	A	U	S	N
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Recruitment of candidates								
Coll/Univ. placement in State	22	4	3	2	155	88	28	43
Coll/Univ. placement out of St	14	8	6	3	61	62	82	109
Newspapers	25		5	1	294	13	3	4
In-district listing	23	3	1	4	147	29	40	98
National media (any)	3	1	14	13	1	3	38	272
Internship programs	1	4	13	13	5	7	49	253
Other	2	1	2	26	4	2	1	307

Factors used for screening a prospective candidate

Letter of application	31				305	6	2	1
Completed application form	27	2		2	158	33	39	84
Resume	29	2			296	9	2	7
Credentials	31				309	1		4
Transcripts	25		5	1	183	58	36	37
References	31				284	12	3	15
Other	3			28	14	1		299

Number of people involved in the initial screening of the applications

One	7		1	23	144	11	19	140
Two	8	2	2	19	52	85	28	149
Three	5	5	5	16	51	56	47	160
Four	1	4	5	21	14	22	38	240
Five	3	5	4	19	13	12	27	262
Six or more	2	1	4	24	20	6	18	270

Techniques used to evaluate the candidate(s):

Interview(s)	30			1	311	1		2
Assessment Center evaluation	2	3	6	20	24	21	54	215
In-basket tasks	4	4	9	14	17	19	65	213
Written examinations	4	2	3	22	16	12	44	242
Other	6			25	22	4	3	285

A = always U = usually S = seldom N = never

Table 41
Frequency of Responses for
Urban vs. Rural

Urban

A	U	S	N	A
(1)	(2)	(3)	(4)	(1)

Individuals involved in the interview of the candidate:

Consultant	1	2	10	18	7
Superintendent	27	2	1	1	311
Assistant Supt.(s)	23			8	24
Personnel Director	21			10	17
School Board Member(s)	9	3	4	15	177
Principal(s)	22	5	2	2	167
Teacher(s)	13	7	6	5	102
Parent(s)	6	2	3	20	15
Other community member(s)	3	2	5	21	13
Student(s)	3	2	6	20	10
Other(s)		1		30	5

A = always U = usually S = seldom N = never

Will the individual(s) involved in the interview have a prepared list of questions?

YES	23	173
NO	8	141

If Assessment center results were made available to you, would you use these results in the selection of a secondary school principal?

YES	24	219
NO	7	95

Table 41 continued

	Urban					Rural				
	MI				LI	MI				LI
	1	2	3	4	5	1	2	3	4	5
Administrative experience	3	3	1	1	4	29	12	12	7	12
Classroom teaching experience	1	1		1	1	21	13	8	8	25
Doctorate degree					1				1	2
Curriculum skills		2		3	4	8	26	22	23	16
Decision-making skills	1	3	5		2	30	24	29	24	13
Leadership skills	11	5	4	3		87	59	28	23	11
Human relation skills	5	10	3	3		38	36	46	25	20
Community relation skills			1	1	2	1	6	7	13	12
Judgment	1		2	1		14	10	14	16	17
Organizational skills		1	2	2		5	14	25	28	21
Mission	1	1		1		1	7	1	2	4
Goal and task oriented			3		2	1	4	16	15	8
Problem solving skills		1	3	1	1		7	13	4	7
Change strategy skills				1	1		4	2	4	3
Time management				1	1		2	4	1	7
Management skills	2				1	4	12	11	13	8
Sensitivity		1	1			2	6	6	3	10
Stress tolerance			1	1	2		2	3	3	6
Oral communication				6	2	2	5	6	16	11
Written communication			1	2	3		1	2	3	10
Educational philosophy/values	3	1	1	1	1	19	6	8	16	13
Motivation	1				1	4	10	1	18	24
Other			1					2		6

MI = most important LI = least important

Research Question Twelve

What are the recommendations of the superintendents for the improvement of the recruitment and selection procedures?

The following list is a composite of the recommendations made by superintendents for the improvement of the recruitment and selection procedures in the State of Iowa. The order of listing is random and does not indicate a frequency for any recommendation.

1. Use of assessment center program.
2. Video tape the interview
3. State required internship program for at least one semester.
4. Higher pay.
5. Honest letters of recommendation.
6. No longer use written references because no negative statements are permitted.
7. Schools should know their own needs before the selection process.
8. Successful teaching experience.
9. Retirement benefits.
10. Community women meet with candidate's wife and children before final selection.
11. Meeting with teacher committees.
12. District paid state and national dues.

13. State provide incentives to principals like Phase I, II, and III. (Phase I and II were salary increases paid directly to the teachers from the state. Phase III was money allotted by the state for teacher performance.)
14. Boards pay moving expenses of the principal.
15. Country club dues and other organizational dues paid.
16. College should provide: provide information on problems they will face in their college course work (scheduling, state forms, student activities, and due process.
17. Qualified candidates.
18. Colleges should assume more responsibility for screening candidates; paying tuition does not make or mean successful administrators.
19. Knowledge of effective school research.
20. Legislature and State Board of Education whose purpose is to promote education should do so, instead of proven interest in stifling creativity of educators.
21. Honesty of past employers.
22. Better curriculum for graduate school.

Summary

Chapter Four has consisted of the data collected through the use of a survey to each superintendents in the state of Iowa. The presentation of this data was centered around each of the eleven research questions. Appropriate statistical functions were administered to the data: frequency analysis, Chi-square and analysis of variance. A summary table was presented with each question, and a narrative discussion was included.

Chapter V is comprised of five sections. The first section is an introduction and a restatement of the research questions. The second section is a summary of the procedures and the third section is the conclusion. The fourth section is the recommendations made from the study, and the fifth is the recommendations for further study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to survey and analyze the responses of superintendents concerning their perceptions of the desirable skills, as defined by the assessment centers and effective school research, in the selection of public secondary school principals in the State of Iowa. The study addressed the following questions: (1) To analyze the superintendents' demographic input with the desirable skills of secondary school principals. (2) To analyze similarities/differences in the selection of public secondary school principals in varied sized schools in the State of Iowa. (3) To analyze the effects of candidate experience in the selection of secondary school principals in varied sized school systems.

The following research questions were developed to guide this study:

1. Does the age of the superintendent reflect any

tendency to perceive certain skills as essential?

2. Does the experience of the superintendent affect the choice of skills perceived as essential?
3. Does the educational level of the superintendent affect the choice of skills perceived as essential?
4. What affect does the educational background of the superintendent have on the choice of skills that are deemed essential?
5. Do the school districts in Iowa have any type of policy established for the selection of secondary school principals?
6. How are candidates recruited in the state of Iowa?
7. What factors are used in the screening of candidates in the state of Iowa?
8. What techniques are used to evaluate the qualifications of each candidate?
9. Which individual(s) is/are involved in the evaluation of each candidate, and does the school size influence this number?
10. Does the size of the school reflect any tendency in any of the categories of hiring practice?
11. Does the urban or rural schools reflect any tendency in any of the categories of hiring

practice?

12. What are the recommendations of the superintendents for the improvement of the recruitment and selection procedures?

Summary

An in-depth review of the literature disclosed that a consensus of school personnel are in agreement that the principalship is the most important role in the school. The literature indicated that the principal has the greatest influence on the learning environment of the school.

In order to accomplish the purpose of this study, the following methods and procedures were utilized:

1. The population that was selected consisted of all K-12 superintendents in the state of Iowa. Through consultation with the State Department of Education, the identified population consisted of 402 individuals.

2. To identify the perceptions of the superintendents regarding the criteria necessary for selection to a secondary school principalship, a survey was developed. The survey was research and literature generated and validated; it was then sent to every superintendent in the state of Iowa.

3. The return ratio for the survey was 86.5%, or 346 of the possible 402 sent.

4. The data collected from the surveys were tabulated on a Lotus spreadsheet and exported to a micro computer using SPSS for statistical analysis. The data were analyzed using frequency and cross tabulation. The Chi-square and analysis of variance test of significance were applied to determine the existence of any significant relationships among the variables.

5. The conclusions were drawn from the data and recommendations were made.

Conclusions

The following conclusions are derived from this study. These conclusions are based on the analysis of the data for this study and do not reflect the opinions of any particular individual. The conclusions reflect only the analysis of the data collected and reviewed.

There was no significant data for the superintendents based on the age, experience, educational level and the educational background when comparing their perceptions of essential skills necessary for a secondary school principal. Although no significance could be identified in any of the categories, the leadership skills of an individual received the greatest accumulation of responses for any of the skills. Human relations skills received the next highest number of responses, followed by

decision-making skills and curriculum skills.

Although the literature recommends that a school district have a policy for the recruitment and selection of a principal, only 14 percent of the districts responding have such a policy. This would indicate that school districts in the state of Iowa have not placed a priority on such a procedure and feel very comfortable with their present mode of operation.

In the recruitment of candidates for the principalship, the newspaper was used over 96% of the time. This can be attributed to the fact that Iowa has a major newspaper that is circulated throughout the state, and all districts use this paper as a primary mode for recruitment. Therefore, other means of recruitment are not used as extensively as might be expected because of this situation.

When screening the prospective candidate, the following items are necessary: letter of application, resume, credentials, and references. Other items are used to screen the candidates, but these are the most commonly used procedures. The data also indicate that the higher the degree of the superintendent, the more involved the screening process for the principal's position.

The interview is still the most widely used method of evaluating the candidates for the principal's position. Other modes of evaluation are used but consisted of a very small percentage of the respondents. The assessment center

would be consider by the superintendents for future assessment, but this is a new concept to the state and additional data would be needed to appraise its success.

When evaluating the prospective candidate, consultants are rarely used in the interview of the candidate whereas the superintendent is almost exclusively used in this process. It would appear that the superintendents did not delegate this authority and responsibility to others. Other school personnel may be used in the evaluation process, but this will depend on the size of the school district. The more administrative personnel available, the more who are involved in the interview process. The review of the literature indicates that the parents and community members should be involved in the selection process for a principal, but the data accumulated from this research indicates that members of the community are rarely involved in this process in the state of Iowa.

The demographic information of the superintendents indicate that over one-third of the present superintendents will be eligible for retirement in the next five to ten years.

Recommendations From the Study

When changing the educational leadership of a school district, it is important for those individuals involved in

the selection process to identify and define the needs of the district. The literature suggests that the selection process has a strong impact on the perceived mission of the candidate who is selected for the position, it is therefore necessary for the district to define the criteria it will use in the selection process. It is also necessary for the district to define the process and procedures to be used in identifying and selecting the candidate best suited to the needs of the district. To articulate this philosophy, the district school board should develop policies for the recruitment and selection of its administrative staff, specifically the principalship, since the literature indicates that this position has the greatest affect on the effectiveness of the school.

The interview, still the most commonly used mode of screening and selecting candidates, should acquire a more rigorous and intensified structure than is presently used. The literature suggests that the structured interview will help district personnel identify and provide data essential to the selection process.

The literature suggests that community involvement is extremely important to the articulation of the districts philosophy and priorities when selecting a principal. If the procedures for the selection process are perceived by the community as open, fair and professional, the district has seized an opportunity to enhance the trust and

confidence the public has in its school system.

Smaller districts should follow a more formalized procedure in the screening and selecting of administrative staff.

There should be a more standard procedure used by school districts in the recruitment and selection of secondary school principals.

To assist in the selection process, the district may, as one criterion for consideration, have the prospective candidates attend an assessment center. Such criterion would be an innovative approach to the selection process and would identify the strengths and weaknesses of the candidate. The assessment center would provide the candidate with behavioral performance on twelve identified skills. This would provide the district with insight concerning the candidate and help the district in identifying the individual that would best meet the needs of the district.

Recommendations for Further Study

The following recommendations are suggested for further research:

1. The development of model questions to be used in a structured interview.
2. The drafting of model policies for the recruitment and selection of administrative staff, especially for

principals.

3. The drafting of specific criteria and details to be used in the selection process.

4. A study should be conducted to identify the perceptions of secondary school principals concerning the skills essential for the position.

5. A study should be conducted to identify the perceptions of principals, superintendents, and board presidents concerning the skills essential for a secondary school position.

6. A follow-up of this study in several years might indicate any changes in the recruitment and selection procedures that have taken place.

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APPENDIX A

QUESTIONNAIRE

DEMOGRAPHIC INFORMATION OF THE SUPERINTENDENT:

DIRECTIONS: PLEASE CHECK THE APPROPRIATE STATEMENT THAT IS APPLICABLE TO YOU:

1. _____ MALE _____ FEMALE
2. AGE:

_____ 30-35	_____ 36-40	_____ 41-45
_____ 46-50	_____ 51-55	_____ 56-OVER
3. SCHOOL DISTRICT ENROLLMENT:

_____ UP TO 499	_____ 1500 TO 1499
_____ 500 TO 749	_____ 2000 TO 2499
_____ 750 TO 999	_____ 2500 TO 3499
_____ 1000 TO 1499	_____ 3500 OR MORE
4. INDICATE THE NUMBER OF YEARS YOU HAVE BEEN A SUPERINTENDENT

_____ 0-3	_____ 4-8	_____ 9-12
_____ 13-16	_____ 17-20	_____ 21 OR MORE
5. NUMBER OF YEARS IN EDUCATION:

_____ 5-10	_____ 11-15	_____ 16-20
_____ 21-25	_____ 26-30	_____ 31 OR MORE
6. PLEASE INDICATE YOUR HIGHEST DEGREE.

_____ PhD or EdD	_____ Specialists	_____ Masters
------------------	-------------------	---------------
7. Please indicate your teaching assignment prior to your first administrative assignment.

_____ ART	_____ GUIDANCE	_____ MUSIC
_____ BUSINESS ED.	_____ PHY.ED/HEALTH	_____ SCIENCE
_____ ENGLISH	_____ INDUSTRIAL ARTS	_____ SOC. ST.
_____ FOREIGN LANG.	_____ MATHEMATICS	_____ SPEC. ED.
_____ OTHER _____		
8. Does your school district have a Board policy for the recruitment and/or selection of principals?
 _____ YES _____ NO
 (If you checked YES, I would appreciate a copy of this policy)
9. How would you classify your school district?
 _____ Urban _____ Rural

DIRECTIONS: For each statement, circle the response that will best identify your school district.

1=ALWAYS

2=USUALLY

3=SELDOM

4=NEVER

I. Recruitment of the candidates:

Identify the sources your district used to recruit a prospective principal candidate.

College or Univ. placement services in State	1	2	3	4
College or Univ. placement services out of State	1	2	3	4
Newspapers	1	2	3	4
In-district listing	1	2	3	4
National media (any)	1	2	3	4
Internship programs	1	2	3	4
Other (specify)_____	1	2	3	4

III. FACTORS USED FOR SCREENING A PROSPECTIVE CANDIDATE:

What item(s) does your district require before a candidate will be considered for the position.

Letter of application	1	2	3	4
Completed application form	1	2	3	4
Resume	1	2	3	4
Credentials	1	2	3	4
Transcripts	1	2	3	4
References	1	2	3	4
Other (specify)_____	1	2	3	4

How many people will be involved in the initial screening of the applications?

One	1	2	3	4
Two	1	2	3	4
Three	1	2	3	4
Four	1	2	3	4
Five	1	2	3	4
Six or more	1	2	3	4

Which of the following techniques will be used to evaluate the candidate(s)

Interview(s)	1	2	3	4
Assessment Center evaluations	1	2	3	4
In-basket tasks	1	2	3	4
Written examinations	1	2	3	4
Other(specify)_____	1	2	3	4

What technique(s) would you like to use to evaluate a candidate?

Identify the individual(s) who will be involved in the interview of the candidate.

Consultant(s)	1	2	3	4
Superintendent	1	2	3	4
Assistant Superintendent(s)	1	2	3	4
Personnel Director	1	2	3	4
School Board Member(s)	1	2	3	4
Principal(s)	1	2	3	4
Teacher(s)	1	2	3	4
Parent(s)	1	2	3	4
Other community member(s)	1	2	3	4
Student(s)	1	2	3	4
Other (specify)_____	1	2	3	4

Will the individual(s) involved in the interview have a prepared list of questions?

_____YES _____NO

(If you answered YES, please enclose a copy of the questions)

If Assessment Center results were made available to you, would you use these results in the selection of a secondary school principal?

_____YES _____NO

IV. CRITERIA FOR THE SELECTION OF A SECONDARY SCHOOL PRINCIPAL

Please prioritize and circle, your perception of the five most important skills necessary for a candidate to possess when selecting a secondary principal. (1=most important)

Administrative experience	1	2	3	4	5
Classroom teaching experience	1	2	3	4	5
Doctorate degree	1	2	3	4	5
Curriculum skills	1	2	3	4	5
Decision-making skills	1	2	3	4	5
Leadership skills	1	2	3	4	5
Human relation skills	1	2	3	4	5
Community relation skills	1	2	3	4	5
Judgment	1	2	3	4	5
Organizational skills	1	2	3	4	5
Mission	1	2	3	4	5
Goal and task oriented	1	2	3	4	5
Problem solving skills	1	2	3	4	5
Change strategy skills	1	2	3	4	5
Time management skills	1	2	3	4	5
Management skills	1	2	3	4	5
Sensitivity	1	2	3	4	5
Stress tolerance	1	2	3	4	5
Oral communication	1	2	3	4	5
Written communication	1	2	3	4	5
Educational philosophy/values	1	2	3	4	5
Motivation	1	2	3	4	5
Other(specify)_____	1	2	3	4	5

Please list any recommendations you feel would improve the recruitment and selection process of secondary school principals in the State of Iowa.

APPENDIX B

Allison-Bristow Community Schools

513 Birch Street
Box 428
Allison, Iowa 50602

157

Member of the Big Iowa Conference

George Maurer, Superintendent
Telephone 319-267-2205

David Ghormley, K-12 Principal
Telephone 319-267-2552

Board of Education
Floyd Senne, Pres.
Vernon Harms Jr.
Kenneth DeBower
Jerre Grefe
Roger Wubbena

Bonnie L. Dralle
District Secretary
319-267-2205

Dear Colleague;

I would appreciate a few minutes of your very valuable time to complete the enclosed survey. This research project will be used as partial fulfillment of my requirements for a doctorate at Loyola University in Chicago. I would appreciate your assistance with this study.

The purpose of this study is to analyze the selection process of secondary school principals in the State of Iowa as reported by the superintendents.

There will be no identification of the individuals who participate. All responses will be held in the strictest confidence.

A self-addressed stamped envelope is enclosed for your convenience. Your return of this questionnaire by March 31, will be appreciated.

Sincerely,


George J. Maurer

APPENDIX C

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Art	1	2	3	4	5
Administrative experience					1
Classroom teaching experience					
Doctorate degree					
Curriculum skills					
Decision-making skills			1		
Leadership skills	1				
Human relation skills					
Community relation skills					
Judgment					
Organizational skills		1			
Mission					
Goal and task oriented					
Problem solving skills					
Change strategy skills					
Time management					
Management skills					
Sensitivity					
Stress tolerance					
Oral communication				1	
Written communication					
Educational philosophy/values					
Motivation					
Other					
N =	1	1	1	1	1

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Business	1	2	3	4	5
Administrative experience	5	2		2	
Classroom teaching experience	1	2	1		3
Doctorate degree					1
Curriculum skills	2	2	8	2	3
Decision-making skills	2	2	1	3	2
Leadership skills	12	6	2	2	1
Human relation skills	5	6	3	4	2
Community relation skills		1		1	1
Judgment	4	3	1	1	1
Organizational skills	1		5	2	4
Mission				2	1
Goal and task oriented		1	1	2	1
Problem solving skills		2	3		
Change strategy skills					
Time management					1
Management skills		3	2	1	1
Sensitivity		2	1		1
Stress tolerance				1	1
Oral communication			2	5	1
Written communication			1		4
Educational philosophy/values	1	1	1	3	
Motivation				2	3
Other			1		1
N =	33	33	33	33	33

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: English	1	2	3	4	5
Administrative experience	3		2		2
Classroom teaching experience	2	3			1
Doctorate degree				1	
Curriculum skills		2		5	1
Decision-making skills		3	4	1	1
Leadership skills	6	4	2	3	1
Human relation skills	4	3	4	2	3
Community relation skills	1	1	1	1	1
Judgment	1			2	2
Organizational skills	1	2	3	1	3
Mission					1
Goal and task oriented			1	2	
Problem solving skills			2	1	
Change strategy skills			1		1
Time management		1			1
Management skills			1	1	
Sensitivity			1		
Stress tolerance		1			1
Oral communication	1			2	1
Written communication		1			
Educational philosophy/values	2				1
Motivation	1	1			1
Other					
N =	22	22	22	22	22

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Foreign language	1	2	3	4	5
Administrative experience					
Classroom teaching experience					1
Doctorate degree					
Curriculum skills					1
Decision-making skills				1	
Leadership skills	1	1			
Human relation skills	1			1	
Community relation skills					
Judgment					
Organizational skills					
Mission					
Goal and task oriented			1		
Problem solving skills					
Change strategy skills					
Time management					
Management skills					
Sensitivity		1			
Stress tolerance					
Oral communication					
Written communication					
Educational philosophy/values			1		
Motivation					
Other					
N =	2	2	2	2	2

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Guidance	1	2	3	4	5
Administrative experience	1		1		1
Classroom teaching experience	1	1	2		2
Doctorate degree					
Curriculum skills	1	2		2	
Decision-making skills	1	2	4	1	1
Leadership skills	7	4	1	2	1
Human relation skills	2	3	5	1	2
Community relation skills				1	
Judgment	1	1		1	
Organizational skills		1	1	2	3
Mission		1			
Goal and task oriented			2	1	
Problem solving skills					1
Change strategy skills					
Time management					
Management skills	2	1		2	
Sensitivity					
Stress tolerance					1
Oral communication			1		1
Written communication					1
Educational philosophy/values				2	2
Motivation	1	1		2	
Other					1
N =	17	17	17	17	17

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Phy. Ed./Health	1	2	3	4	5
Administrative experience	6	2	3	2	2
Classroom teaching experience	3	2	1	2	6
Doctorate degree					
Curriculum skills	3	3	4	4	3
Decision-making skills	8	5	5	5	2
Leadership skills	13	15	6	3	1
Human relation skills	4	4	9	6	4
Community relation skills		1	1	2	4
Judgment	3		2	4	2
Organizational skills	1	2	3	5	3
Mission	1				
Goal and task oriented		1	4	1	2
Problem solving skills			2	1	2
Change strategy skills		1			1
Time management			2	1	1
Management skills		4	2	1	1
Sensitivity		2		1	2
Stress tolerance					1
Oral communication				2	1
Written communication				1	
Educational philosophy/values	5	3	2	2	2
Motivation		2		4	6
Other			1		1
N =	47	47	47	47	47

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Industrial Arts	1	2	3	4	5
Administrative experience	1	1			
Classroom teaching experience	2	1		1	
Doctorate degree					
Curriculum skills				1	1
Decision-making skills	1	1			
Leadership skills	1	3	1		1
Human relation skills	2		3		1
Community relation skills		1			
Judgment			2	1	
Organizational skills				1	
Mission	1			1	
Goal and task oriented		1		1	
Problem solving skills					1
Change strategy skills				1	
Time management					
Management skills					1
Sensitivity			1		
Stress tolerance					
Oral communication					1
Written communication					1
Educational philosophy/values			1	1	1
Motivation					
Other					
N =	8	8	8	8	8

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Mathematics	1	2	3	4	5
Administrative experience	5	4	5	1	3
Classroom teaching experience	3	3		2	3
Doctorate degree					1
Curriculum skills	1	4	2	5	5
Decision-making skills	4	5	6	2	3
Leadership skills	14	10	6	5	3
Human relation skills	10	8	7	4	2
Community relation skills			1		3
Judgment	2		3	2	4
Organizational skills		2	9	6	
Mission		1			1
Goal and task oriented			1	3	
Problem solving skills		1	3	1	
Change strategy skills		3		1	
Time management				1	1
Management skills	1	1	2	5	1
Sensitivity			1	1	3
Stress tolerance				1	2
Oral communication		1	2	2	1
Written communication				1	2
Educational philosophy/values	7	1		1	5
Motivation	1	4		4	4
Other					1
N =	48	48	48	48	48

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Music	1	2	3	4	5
Administrative experience				3	1
Classroom teaching experience					
Doctorate degree					
Curriculum skills		2	2		1
Decision-making skills	1		1	1	
Leadership skills	4	3	1		1
Human relation skills	4	3	1	1	
Community relation skills			3		
Judgment		1	1	1	1
Organizational skills				1	2
Mission		1			
Goal and task oriented			1		1
Problem solving skills		1	1		
Change strategy skills				1	
Time management					
Management skills	1			1	
Sensitivity					
Stress tolerance					1
Oral communication				2	1
Written communication					1
Educational philosophy/values	1				1
Motivation					
Other					
N =	11	11	11	11	11

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Science	1	2	3	4	5
Administrative experience	2	2			4
Classroom teaching experience	2	1	3	2	5
Doctorate degree				1	
Curriculum skills	1	3	4	4	2
Decision-making skills	2	4	5	2	3
Leadership skills	16	7	2	2	2
Human relation skills	5	6	4	2	3
Community relation skills		1		4	
Judgment	2	2	2		2
Organizational skills	1	2	3	4	1
Mission		1			
Goal and task oriented			5	1	
Problem solving skills			1	1	2
Change strategy skills				1	
Time management		1			1
Management skills		3	1		2
Sensitivity				1	1
Stress tolerance		1			
Oral communication	1		1	5	1
Written communication			1	1	3
Educational philosophy/values	2	1	2		
Motivation	1			4	3
Other			1		
N =	35	35	35	35	35

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Social Studies	1	2	3	4	5
Administrative experience	8		1		2
Classroom teaching experience	6	1			3
Doctorate degree					
Curriculum skills		7	1	2	1
Decision-making skills	9	4	4	7	3
Leadership skills	15	12	6	8	1
Human relation skills	6	9	10	3	3
Community relation skills		1	2	3	4
Judgment	1	2	5	5	3
Organizational skills		3	2	6	3
Mission		2	1		1
Goal and task oriented	1		2	2	5
Problem solving skills		3	4	1	1
Change strategy skills			1	1	2
Time management			2		3
Management skills	2	1	2	2	1
Sensitivity	2	1	2	1	2
Stress tolerance			2	2	
Oral communication		2	1	2	3
Written communication				1	1
Educational philosophy/values	1	1	1	3	1
Motivation	1	1	1	1	6
Other					1
N =	50	50	50	50	50

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Special Education	1	2	3	4	5
Administrative experience			1		1
Classroom teaching experience	1				
Doctorate degree					
Curriculum skills					
Decision-making skills					
Leadership skills	2	1			
Human relation skills	1		1		
Community relation skills					
Judgment		1			1
Organizational skills		1			
Mission		1			
Goal and task oriented				1	
Problem solving skills					
Change strategy skills					
Time management					
Management skills			1		
Sensitivity					
Stress tolerance			1		
Oral communication				1	
Written communication					
Educational philosophy/values				2	1
Motivation					
Other					1
N =	4	4	4	4	4

Note: N = the number of respondents for each teaching assignment.

Frequency of Principal Skills (desired)
Grouped by Last Teaching Assignment of Respondent

Education: Other	1	2	3	4	5
Administrative experience	1	4			
Classroom teaching experience	1		1	2	2
Doctorate degree					
Curriculum skills		2	1	1	2
Decision-making skills	3	1	3	1	
Leadership skills	8		5	2	
Human relation skills	1	4	2	3	
Community relation skills				2	1
Judgment	1				1
Organizational skills		1	1	2	2
Mission					
Goal and task oriented		1	1	1	1
Problem solving skills		1			1
Change strategy skills					
Time management					
Management skills					2
Sensitivity		1	1		1
Stress tolerance			1		
Oral communication		2			2
Written communication			1		1
Educational philosophy/values	3		1	3	
Motivation		1		1	2
Other					
N =	18	18	18	18	18

Note: N = the number of respondents for each teaching assignment.

APPROVAL SHEET

The dissertation submitted by George J. Maurer has been read and approved by the following committee:

Dr. Max A. Bailey, Director
Associate Professor, Educational Leadership and
Policy Studies, Loyola University of Chicago

Dr. Philip M. Carlin
Associate Professor, Educational Leadership and
Policy Studies, Loyola University of Chicago

Dr. Todd J. Hoover
Associate Professor, Curriculum and Instruction,
Loyola University of Chicago

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

October 21, 1988
Date

MAOBailey
Director's Signature